

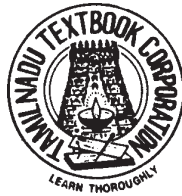
SOCIAL SCIENCE

(HISTORY-CIVICS-GEOGRAPHY)

STANDARD IX

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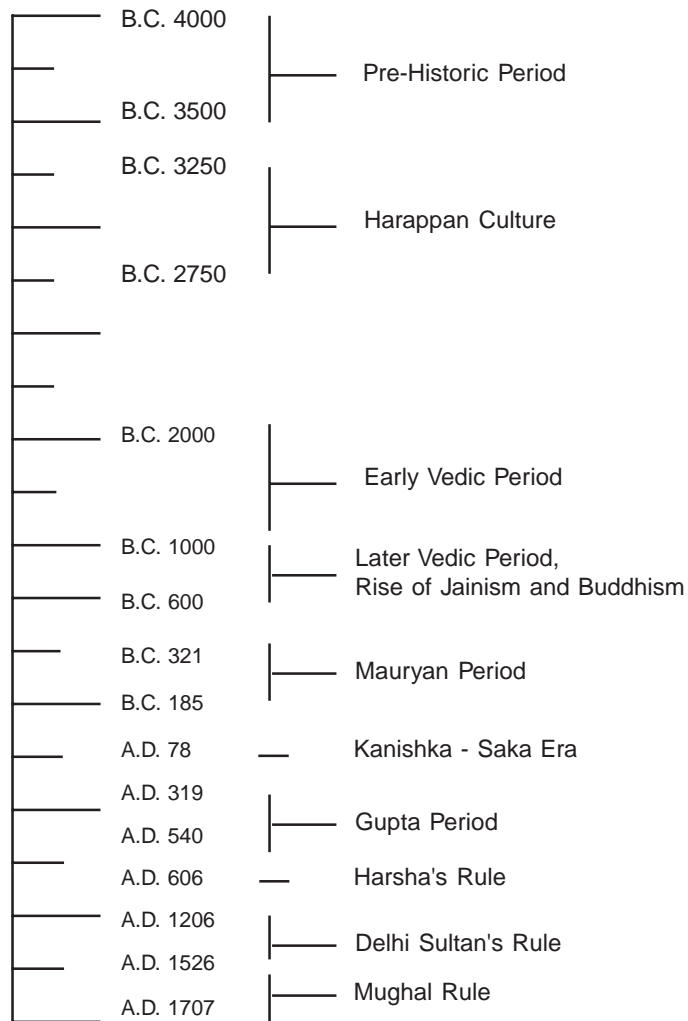
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HISTORY

(Ancient, Medieval Indian History)

TIME LINE

1 cm = 500 Years



UNIT - I

Lesson 1

THE HARAPPAN CULTURE

Learning Objectives

1. Pupil understands that the two cities of Harappa and Mohenjo - daro belonged to one single civilisation - the Indus Valley civilisation or Harappan Civilisation.
2. Pupil knows that the river valleys were responsible for the growth of civilisations.
3. Pupil acquires knowledge about the nature and date of Harappan culture.
4. Pupil recognises the extent of Harappan Civilisation.
5. Pupil knows the contacts of Harappan culture with other great civilisations of the world.
6. Pupil understands that the Harappan culture was mainly urban by nature.

Geographical Features of India : The history of India cannot be understood without some knowledge about its geography. The culture of a country depends upon its physical features. India occupies a central position in the continent of Asia. India is known as the sub-continent. India is peninsular in shape. India is surrounded by the **Indian ocean**, the **Bay of Bengal** and the **Arabian sea** on the south, east and west respectively. The Himalayas stand in the North. The land has great charm and glamour. It may be divided into four physical divisions. They are the **Himalayas**, the **Indo-Gangetic plain**, the **Deccan Plateau** and the **Coastal Ghats**.

The most important feature of Indian Geography is the Himalayas. A number of perennial rivers have their origin in the Himalayas. It is broken by two passes namely **Khyber** and **Bolan**. These passes enabled the foreigners to invade India. Three famous civilisations flourished in ancient India. They are: **Indus Valley** or Harappan Civilisation, **Gangetic Valley Civilisation** and the **Sangam Civilisation**.

Pre-Historic Period : The term pre-history refers to the very early stages in the evolution of mankind. We do not have written records for this period. Certain physical remains, tools and implements used by people in different parts of the world are the basis to classify pre-historic period broadly into **Stone** and **Metal Ages**. In the **stone age** man used weapons and articles made of stones. Hence it is called the '**Stone Age**'. This Age is divided into Old Stone Age or Palaeolithic Age and New Stone Age or Neolithic Age.



Old Stone Age Implements

Life in Old Stone Age : During the **Old Stone Age (Palaeolithic Age)** man led a nomadic life. He gathered fruits, vegetables, roots, nuts and ate them. He started hunting the animals. Man invented **fire** by rubbing two pieces of flint. Man used leaves, barks of trees and skins of animals to cover his body.

Life in New Stone Age : During the **New Stone Age**, man had learnt the art of agriculture. For this purpose, the fertile river Valleys were used. Man started leading a civilised life. Animals were domesticated. During this period, the **wheel** was invented. It was a turning point in the life of man. Wheels were used by man to carry luggage to different places. This was the first step in scientific advancement. From tiny watch to the aeroplane, the idea is based on wheel. He made pots with the help of wheel. Thus, man in the **New Stone Age** was responsible for the growth of civilisations.

Life in Metal Age: The discovery of **metals** was another achievement made by man. Metals were used for making weapons. During this period, people mostly lived near the river beds. So, the river Valley Civilisations developed. The **Metal Age** is divided into **Copper Age, Bronze Age** and **Iron Age**. In the **Iron Age**, ploughs and daggers were made of iron. It led to the overall development of mankind.

THE HARAPPAN CULTURE

Sources of Harappan Culture : The archaeological excavations carried out at **Mohenjo-daro** and **Harappa** are useful to know about Harappan culture. **Sir John Marshall** and his team worked in the sites of Mohenjo-daro. The excavation work was continued by **J.H Mackay, G.F.Dales** and **M.S.Wats**. They have brought to light a highly advanced civilisation that flourished in India in the pre-Aryan period. Their discoveries are the basic source materials of Harappan culture.

It is called the **Harappan Civilisation** because it was first discovered in 1921 at the modern site of Harappa. Harappa is on the banks of the river Ravi, one of the tributaries of the Sindh. The Ravi is situated in the province of West Punjab in Pakistan. A year later, in 1922 another city was unearthed in Larkana district of Sindh (now in Pakistan) at a site called Mohenjo-daro.

Can you believe that until A.D. 1922, no one knew about the Harappan Civilisation? You should know that Harappa is now in Pakistan.

The Harappan culture flourished on the banks of the river Sindh. **There were many reasons why the early civilisations arose along rivers.** Some of them are as follows:

1. The rivers provided plenty of water, which could support large settlements.
2. The lands adjoining the rivers were fertile. So, various crops could be grown with ease.
3. The rivers were the means of cheap and easy transport in the absence of roads.

Environment: During this period, the climate of the region was moist with humid land. Dense forests grew where animals like tigers, elephants and rhinoceros roamed. The forests provided timber for brick kilns, which supplied bricks to the cities.

Date of Harappan Culture : This civilisation belonged to the **Chalcolithic period**. In this age, a new metal called **bronze** by mixing tin and copper came to be produced. It was harder and better suited to meet the needs of the people. The better tools led to intensive cultivation. **Iron** was not known to the Indus Valley people. According to Sir John Marshall, the Indus **Valley Civilisation may be dated between 3250 B.C. and 2750 B.C.**

Extent : The Harappan culture spread to Sindh, Gujarat, undivided Punjab (including Harayana), Jammu, Western parts of Uttar Pradesh and Northern parts of Rajasthan (Kalibangan). The remains found in these places are similar to those found in Harappa and Mohenjo-daro.

Contacts with other civilisations : The Indus Valley people had overseas trade contacts with Sumeria, Babylonia and Egypt. Thus India ranks with the ancient Western cultures of Sumer, Akkad, Babylon, Egypt and Assyria.

Have a discussion with your teacher about the date, extent and outside contacts of Harappan culture

Planned cities: Mohenjo-daro and Harappa were the planned cities. They were the two biggest cities, 600 km apart. They had similar

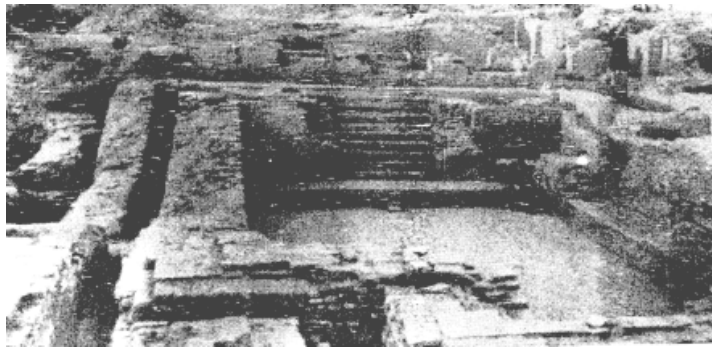


Ruins of Harappa Town

planning, layout and technique in construction. They were probably the twin capitals. Mohenjo-daro, means '**the mound of the dead**'. The city

of Mohenjo-daro could be divided into three parts-the **Citadel**, the **lower town** and the **small huts** on the outer limits of the city.

The Citadel: It was the raised part of the city. It has often been described as a fort or administrative block. People might have lived here. The ruling classes included priests and wealthy merchants. The citadel had massive walls. Those walls provided protection against the floods of the Indus river. The citadel consisted of important buildings like the **Granary** and the **Assembly** or **Town Halls**. We also come across the **Great Bath** here.



The Great Bath

The Great Bath: It was situated in the citadel. It measures 11.88 meters X 7.01 meters and is 2.43 meters deep. It had two flights or steps on either side. It was made of burnt bricks and mortar. It was provided with two openings one at the top (to let in water) and the other at the bottom (used as an outlet). The idea was to clean the Bath periodically. There were small rooms around the Bath. They were probably used as dress changing rooms. One of the rooms contained a big well.

The Granary: In Mohenjo-daro, the largest building is the **Granary**. It is 45.71 meters long and 15.23 meters wide. In Harappa there were 6 granaries. To the south of the granaries, there were circular brick platforms. They were meant for threshing grain.

Town Hall: The Town Hall is an imposing structure with 69 meters long and 23.4 meters wide. The thickness of the walls varied from 1.2 to 1.5 meters. It might have been used as an administrative block, an assembly hall, a prayer hall, or as a hall for cultural shows.

Lower Town: Below the citadel lay a lower town. It was inhabited by petty merchants and craftsmen. This town was divided into rectangular blocks by wide roads. The roads run from north to south and east to west. These roads cut each other at right angles. Here, the remains of brick houses can be seen. The drainage system is praiseworthy. Provision was made for street lighting.

Houses: The houses were one or two storeys high. All the houses were made of baked bricks of uniform size. Every house had two or more rooms, a bath-room, a kitchen and a courtyard. The houses were also provided with doors and small windows. The grinding stones were found close to the hearth.

Drainage System: The kitchen and the bathroom had drains leading out. The main drain was running alongside the main roads. The drains were lined with bricks. Most of them were covered. There were flights of steps leading to drains. The drains were cleaned periodically.

Occupations of the people: The Indus people were farmers, weavers, potters, metal workers, toy makers, jewellers, stone cutters and traders. Agriculture was the most important occupation. In the fertile soils, farmers cultivated two crops a year. They were the first who had grown paddy. They knew different methods of irrigation. They used ploughs and sickles. Pottery was a popular industry. They were skilled in the use of potter's wheel.

Animal Husbandry: The Indus people had domesticated a number of animals such as oxen, buffaloes, goats, sheep, pigs, asses and camels.

Spinning and Weaving: The Indus people were skilled in the art of spinning and weaving. They manufactured woollen cloth from sheep and goats' hair.

Toy-making and sculptures: Manufacture of terracotta (burnt clay) was a major industry of the people. The figures of toys, animals and figurines were manufactured. A miniature toy-cart with a driver pulled by oxen is praiseworthy. Figures of animals such as sacred bull and dove were discovered. The figures of Mother Goddesses were used for religious purposes.

Seal-making: A large number of seals numbering more than 2000 have been discovered. They carry short inscriptions with carved pictures of animals. The seals were made of terracotta or steatite. They were used for trade. They have provided lot of information about the daily life of the people, their religion, occupations, customs and trade.



Indus seals

Building Industry: In building industry, large number of people were employed. Manufacture of bricks was an important industry. The bricks were more or less of an uniform size.

Trade: The Indus people had engaged themselves in internal and foreign trade. The Mesopotamian seals were found in Indus cities and the Indus seals were found in Mesopotamia. Remains of dockyard have been discovered at **Lothal** in Gujarat. In this dockyard, the ships might have been loaded and unloaded. Thus, the Indus people were familiar with ships. The merchants were prosperous and lived lavishly. They used sticks with marks to measure articles. They also used various kinds of weights and measures.

Political Organisation: The city was well administered by a class of wealthy merchants and priests. There was some kind of municipal organisation. It took care of sanitation and regulated trade. It collected taxes in the form of grains and also maintained law and order in the city.

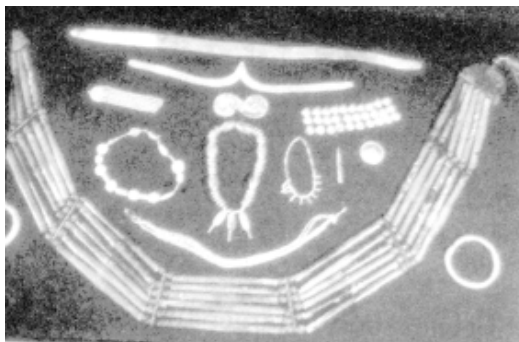
SOCIAL LIFE

Social Life: There were three social groups. The **first group** or the **ruling class** lived in the citadel. It comprised of wealthy merchants and the high priests. They **second group** consisted of **petty merchants, artisans and craftsmen**. The **labourers** belonged to the **third group** and lived in small huts. Generally speaking, the social organisation was more definite.

Life of the People: The Indus people led prosperous life. They had more time for leisure. There was a very big improvement in their food habits, dress and amusements.

Food: Wheat and barley were the staple food of the people. Besides these, they consumed milk, meat, fish, fruits and dates.

Dress and Ornaments: The women wore a short skirt. It was held at the waist with a girdle. The men wore a long, loose unstitched garment. Women wore necklaces, bangles, bracelets, earrings and waist bands. These were made of gold and silver, bone, stone, ivory and shells. Men had also adorned themselves with ornaments like armlets. The rich wore gold and silver jewellery. The poor used shell, copper and silver ornaments. The women combed their hair.

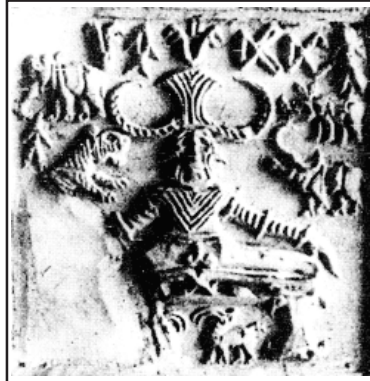


Ornaments



Dancing Girl with Ornaments

Indus Script: Most of the inscriptions were engraved on seals. They contain only a few words. They developed picture writing (*Pictographs*). Altogether about 250 to 400 pictographs were discovered. It is interesting to note that the Indus script has not yet been deciphered.



Pasupathi Seal

Religious Life: The *Pipal* tree was used as a religious symbol. They worshipped Pasupathi (Siva) and Mother Goddess. Mother Goddess represented fertility. There are no temple structures among the remains. The Indus people believed in life after death. They buried their dead in huge earthen pots along with food and ornaments. The articles used by them in their daily life were also kept in those pots.

Decline of the Indus Civilisation:

The Indus Civilisation was at its peak for about 500 years. They lived in the same kind of houses, used the same tools and ate the same food. The city (Mohenjo-daro) was destroyed for a number of times and it was built again and again. The exact causes for the destruction of this great civilisation are not known. The cities might have been destroyed by natural disasters like earthquakes, floods or a change in the course of the Indus. The cities declined owing to Aryan invasions also. Deforestation was another cause for the destruction of this civilisation.

Learning Outcomes

1. Pupil will be able to point out the date, extent and spread of Harappan culture.
2. Pupil will describe the use of fire and man's progress ever since the discovery of fire.
3. Pupil will recall the period of the invention of wheel and its utility for multi-purposes.
4. Pupil can narrate how towns and cities were planned during the Harappan Civilisation.
5. Pupil will develop a desire to visit the places of historical importance.
6. Pupil will describe the main features of Harappan Culture.
7. Pupil will explain the religion of the Indus people.

Self-Evaluation

I. Choose the Correct Answer

1. The Harappan Culture flourished between
 - a) 3250 B.C - 2750 B.C
 - b) A.D. 100 - A.D. 200
 - c) 1000 B.C. - 500 B.C.
 - d) A.D. 500 - A.D. 1000
2. The Indus Valley Civilisation had overseas trade contacts with
 - a) Russia
 - b) China
 - c) Spain
 - d) Egypt
3. Mohenjo-daro is in
 - a) Sindh
 - b) The Punjab
 - c) Gujarat
 - d) Rajasthan
4. The Indus seals were used for
 - a) Playing
 - b) Trading
 - c) Worshipping
 - d) None of the above
5. The toys were made of
 - a) Iron
 - b) Bronze
 - c) Terracotta
 - d) Stone
6. The Indus script had
 - a) Letters
 - b) Pictographs
 - c) An alphabet
 - d) None of the above

II. Fill in the Blanks

1. _____ and _____ passes enabled the foreigners to invade India.
2. During the Old Stone Age man led a _____ life.
3. Wheel was invented during _____
4. In the Iron Age _____ and _____ were made of iron.
5. The Great Bath was made of burnt bricks and _____

6. In Mohenjo-daro, the largest building is the_____
7. The drains of Harappan culture were lined with_____
8. The Indus seals carry short inscriptions with carved pictures of _____
9. The Indus people developed picture_____
10. Pasupati and Mother Goddess were worshipped by _____ people.

III. Match the Following

- | | | |
|----------------------|---|-------------------------------|
| 1. Chalcolithic Age | - | Fort |
| 2. Sir John Marshall | - | Rajasthan |
| 3. Larkana District | - | Indus women |
| 4. Kalibangan | - | Gujarat |
| 5. Citadel | - | Terracotta |
| 6. Lothal | - | Religious symbol |
| 7. Short Skirt | - | Mohenjo-daro |
| 8. <i>Pipal</i> tree | - | Now in Pakistan |
| 9. Seals | - | Decline of Indus civilisation |
| 10. Deforestation | - | Harappan Culture |

IV. Answer Briefly

1. How pre-historic period is divided?
2. When was the wheel invented?
3. How Metal Age is divided?
4. Why did early civilisation flourish along river valleys? Give two reasons.
5. Name the important sites of the Harappan Culture.
6. Give the date of Indus Valley Civilisation.
7. Mention the animals domesticated by the Harappan people

8. What were the staple food items of the Harappan people?
9. Briefly write on the religious life of the Indus people.
10. Write a note on the drainage system of Mohenjo-daro.

V. Answer in Detail

1. Discuss the date, extent and spread of Harappan Culture.
2. Describe the Great Bath and the granaries.
3. Examine the salient features of the Indus Valley Civilisation.
4. Explain the causes for the decline of the Indus Valley Civilisation.

Lesson 2

THE VEDIC PERIOD

Learning Objectives

1. Pupil acquires knowledge about the Aryan Civilisation
2. Pupil knows the sources of information for the Vedic period
3. Pupil understands the differences in the life of the people of Early and Later Vedic periods.
4. Pupil knows the political, social, economic and religious life of the people of early and later Vedic periods.

After the ruin of the Indus and Harappan cities, a new culture developed with the coming of the Aryans. Historians view that the **Aryans** came from **Central Asia**. They entered India through the **Khyber** pass between B.C. 2000 and B.C. 1500. They first settled in seven places in the Punjab region which they called **Sapta Sindhu**. Slowly they moved towards the **Gangetic Valley**. It was known as **Arya Vartha**. The **Aryan** Civilisation was a **rural** civilisation.

The Word Ari means foreigner or stranger

Sources: The four Vedas, namely, **Rig, Sama, Yajur** and **Atharva** form the main literary sources for this period. Veda means knowledge. Among the four Vedas the **Rig** is the earliest one. It consists of 1028 songs divided into 10 parts. The *Brahmanas*, *Upanishads*, *Aranyakas*, *Puranas*, *Mahabharata* and *Ramayana* are the other literary sources for this period. There appeared sub-Vedas. They are (1) *Ayur Veda* (Medicine), (2) *Dhanur Veda* (War tactics), (3) *Gandharva Veda* (the art or music), and (4) *Shilpa Veda* (the art of architecture).

We are able to understand from these literary works the political, social, economic, religious and cultural life of the people of the Vedic period.

The Vedic Age: The Vedic age is divided into two. The **Early Vedic period** from **B.C. 2000 to B.C. 1000** and the **Later Vedic period** from **B.C. 1000 to B.C. 600**. We see some differences in the life of the people during these two stages.

EARLY VEDIC OR RIG VEDIC AGE

Political Life: The Early Vedic period is known from the **Rig Veda**. During this period, the kingdom was tribal in character. Each tribe formed a separate kingdom. The basic unit of the political organisation was **family (kula)**. A number of families formed a Village (**Grama**). Its head was the Gramani. A group of villages constituted a large unit called clan (*vis*). Several clans formed the tribe (**Jana**). Their leader was **Rajan**, the Vedic king. He protected his people from enemies. He was assisted by the **purohita** or priest, the **senani** or commandant, the **Sabha** and the **Samithi** in administration.

Social Life: Family was the basis of the society. The Aryan society was patriarchal in nature. Father was the head of the family. He was called **Grahapathi**. Vedas lay great stress on the sanctity of marriage and family life.

Position of Women: Women enjoyed a respectable position in the early Vedic society. They had freedom to choose husbands. The wife was the mistress of the house. They participated in public meetings. There were women scholars like **Lopamudra, Visvavara, Ghosha, Sikata, Nivavari** and **Apala**. They were treated equally. But their position changed in the Later Vedic period.

Economic Life: Hunting was a major activity. Cattle, horses, sheep, goats, asses and dogs were reared. When they settled down in particular places, agriculture became their main occupation. People developed the arts of weaving, training, carpentry and metal work. Trade developed through the exchange of goods or the barter system. External trade with Western Asia and Egypt was carried on. The coins were called **nishka**. They were used for trade purposes. Cosmetics,

sandalwood and ivory were the export items. Horses and dates were imported.

Food and Entertainments: The food of the people consisted of barley cakes, milk, ghee, fruits, vegetables and meat. Intoxicating drinks were produced from **soma** plant and **sura** from barley were offered to Gods and consumed. Chariot racing, hunting, horse racing, dicing, music and dance were the favourite pastimes. Boxing was also known to them. They knew playing **veena**.

Dress and Ornaments: Men wore a garment like Dhoti. The upper garment was like a shawl. They wore turbans and grew beards. Women wore **vasas** (under garments), **nivi** (dress worn at the waist) and **Athivasas** (the upper cover). Dresses were made up of cotton and wool. Both men and women wore different kinds of ornaments. Ear rings, necklaces, bangles and hair bands were used. Chappals made of leather were also used.

Religion: During the early Vedic period religion was in the form of nature worship. Fire, sun, wind, sky and trees were worshipped. Prayers were offered to **Agni, Vayu** and **Surya**. **Agni** and **Varuna** were the most favourite Gods. **Yagas** and **Yajnas** were the most common rituals. Since Gods had no definite shape, there were no statues and even temples.

LATER VEDIC PERIOD (B.C. 1000 - B.C. 600)

The period between B.C. 1000 and B.C. 600 is generally known as **Later Vedic period**. This age is also called as the **Epic Age** because the two great epics **Ramayana** and **Mahabharata** were written during this period. The Aryans during this period moved to the Gangetic Valley.

Sources: The **Sama, Yajur, Atharva Vedas, Brahmanas, Upanishads, Aranyakas** and the **two epics** are the sources of information for this period.

<p>Mahabharatha was written by Vedavyasa. Ramayana was written by Valmiki.</p>
--

Political Life: The Gangetic Valley or Aryavarttha became the centre of political activity. Kingdoms like **Kosala, Videha, Kuru,**

Magadha, Kasi, Avanti and Panchala came into existence. The position of the king was considerably high. **Sabha** and **Samiti** did not stand in his way. Kingship became **hereditary**. The kings were in charge of defence and maintaining law and order of their kingdoms. They built vast empires. They tried to extend their territories. Therefore frequent wars were fought. Rituals and sacrifices such as **Rajasuya Ashvamedha, Vajapeya** and **Yagas** were performed by the kings.

Rajasuya	- Gave supreme power to the king.
Ashvamedha	- The king claimed control over all the kingdoms visited by his Ashva (horse)
Vajapeya	- A chariot race in which the king's chariot always won.

Kings assumed titles like **Ekrat, Samrat** and **Sarvabauma**. Village administration was looked after by the village councils. Taxes like **Pali, Sulk** and **Bhaga** were collected from the people. The revenue was spent for the benefit of the subjects.

Social Life: Family continued to be the basic unit of the society. The father was the head of the family. Joint family system was quite common. **Varna** or **Caste** system developed during the later Vedic period. To start with the fourfold castes came into existences, namely, the **Brahmins, Kshatriyas, Vaishyas** and **Sudras**. The **Brahmins** were priests and teachers. The **Kshatriyas** were rulers and soldiers. They enjoyed high position in the society. The **Vaishyas** were traders, artisans and farmers. The **Sudras** were the uneducated workers who served for the other three castes.

According to the religious texts, the life of an individual was divided into four stages or **Ashramas**. They were **Brahmacharya** or student life, **Graihasta** or life of a father and husband. **Vanaprasta** or life as a hermit and finally **Sanyasa** or total renunciation of the world.

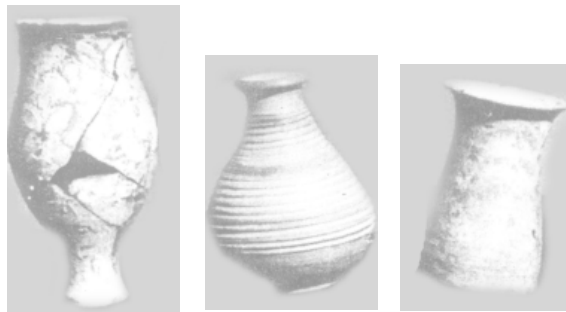
Position of Women: There was a decline in the status and dignity of women during the Later Vedic period. Women were subordinated. Submissiveness was considered as an ideal virtue of a wife. Women were not allowed to participate in public affairs. They could not own property. Child marriage was not prevented. Widow remarriage

was not allowed. Though monogamy was the rule, polygamy was practised. Women degradation started from the later Vedic period.

Education: Education was limited to the three upper castes. Pupils stayed with their teachers at the **Gurukula**. Women were not sent to the Gurukula. However, women like **Gargi** and **Maitreyi** were educated. Students were taught philosophy, logic, religion, grammar, astronomy, medicine, ethics and arithmetic. **Dhanur Veda** or war tactics was taught to princes. Pupils observed strict discipline, obedience and respect for the teachers.

Gargi was one of the learned persons summoned by king **Janaka**; the **Upanishads** refer to the conversation between **Maitreyi** and her husband **Yajnavalkya**.

Economic Life: Farming was the chief occupation. Iron was used extensively in this period. Iron ploughs substituted the wooden ploughs. Another improvement of this period was manuring the field. It increased the yield. Barley, wheat, rice and dhal were produced. Cattle rearing continued. Wealth was calculated in terms of cows. **Nishka**, **Swarna** and **Sathamana** were the names of gold coins in circulation. Coppermiths produced war weapons and ornaments. They obtained



Painted Graywares

copper from the Khetri mines of Rajasthan. Ironsmiths produced arrowheads and spearheads. They also crafted agricultural tools. Weavers, leather workers, carpenters, chariot - makers and jewel - makers also lived in the villages. People in the Later Vedic period used painted grey mud vessels. The Gray wares were painted. Such vessels have been found in many places in North India. Archaeologists call these sites as “**Painted Gray ware sites**”.

Both internal and foreign trade flourished. Medicinal plants, medicine, clothings and leather products were exported to countries like **Babylonia**.

Food and Entertainments: Rice, wheat, barley, milk and milk products, vegetables and fruits were their diet. Fish was also eaten. The flesh of oxen, sheep and goats were eaten. **Soma** and **Sura** were their common drinks. Indoor and outdoor games were played during this period. Gambling, dicing, chariot racing and horse racing were some of their pastimes. The people were fond of music and dance.

Dress and Ornaments: Woollen and Cotton dresses were used by the people. Ornaments made of gold and silver were worn. The other metals used by the Later Vedic period were iron, copper and tin.

Religion: Many changes occurred in the field of religion. The Gods of early Vedic age lost their significance. In the Later Vedic period, people worshipped new Gods like **Prajapathi**, **Pasupathi**, **Vishnu** and **Krishna**. Prayers and scarifices became important ways of worshipping God. Animals were killed during sacrifice. The religion became complex affair. The theory of **Karma** and the theory of **incarnation** were accepted. People believed that the God is the supreme head and he was not only a creator but also a destroyer. They believed in the concept of **Moksha**.

Learning Outcomes

1. Pupil will be able to mention where from the Aryans came.
2. Pupil will be able to describe the sources for the Vedic period.
3. Pupil will be able to compare the life of people of Rig Vedic period with the Later Vedic period.
4. Pupil will be able to narrate the status of women during the early and Later Vedic periods.
5. Pupil will be able to explain the political, social, economic and religious life of people of the early and Later Vedic periods.

SELF-EVALUATION

I. Choose the Correct Answers

1. The Aryans had first settled in the region called
 - a) Sapta Sindu
 - b) Arya Vartha
 - c) Kasi
 - d) Magadha

2. The Early Vedic period is known from
 - a) The Epics
 - b) Upanishads
 - c) The Rig Veda
 - d) The Aranyakas
3. The Later Vedic period is generally dated between
 - a) B.C. 2000 and B.C. 1000
 - b) B.C. 3000 and B.C. 2000
 - c) B.C. 1000 and B.C. 600
 - d) B.C. 500 and B.C. 200
4. **Nivi** was a kind of dress worn
 - a) At the waist
 - b) Around the head
 - c) To cover the entire body
 - d) None of the above
5. The king claimed control over all the kingdoms visited by his Ashva. Here Ashva means
 - a) Elephant
 - b) Horse
 - c) Chariot
 - d) Cow
6. During the Later Vedic age, copper was obtained from
 - a) Kasi
 - b) Malwa
 - c) Rajasthan
 - d) Kuru
7. **Mahabharata** was written by
 - a) Lord Krishna
 - b) Valmigi
 - c) Vedavyasa
 - d) Meithreyi

II. Fill in the Blanks

1. The historians believe that the Aryans came from Central Asia through _____ pass.
2. Aryan civilisation was a _____ Civilisation
3. The head of the family was known as _____
4. The Early Vedic king was known as _____
5. The Aryans consumed drinks like _____ and _____
6. Sandalwood and _____ were exported in the Vedic period.
7. The Later Vedic age is also called as _____ age.
8. To obtain supreme power, the kings performed _____ Yaga.
9. Kings of Later Vedic age assumed titles like _____ and _____.
10. Woman like _____ and _____ were educated in the Later Vedic period.

III. Match the Following

- | | | |
|------------------|---|-------------------|
| 1. Veda | – | Exchange of goods |
| 2. Dhanur Veda | – | Coins |
| 3. Senani | – | King |
| 4. Barter System | – | Knowledge |
| 5. Rajan | – | Student life |
| 6. Nisha | – | Woman Scholar |
| 7. Gargi | – | Commandant |
| 8. Brahmacharya | – | War tactics |

IV. Answer Briefly

1. Which portion of India was known as Sapta Sindhu?
2. Mention the names of the four Vedas.
3. What are the Sub Vedas?
4. Who had helped the Aryan kings in their administration?
5. What were the occupations of the Early Vedic people?
6. Mention the favourite pastimes of the Vedic period.
7. Name some women scholars of Rig Vedic period.
8. Mention a few kingdoms that came into existence during the Later Vedic Age.
9. What were the Yagas performed by the Later Vedic kings?
10. When did the caste system develop?
11. What were the stages in the life of an individual?
12. What does it mean "Painted Gray Ware Sites"?
13. Name the Gods worshipped during the Later Vedic period
14. What are the Epics?

V. Answer in Detail

1. Briefly explain the political, social, economic and religious life of the people of the Rig Vedic period.
2. Describe the political, social, economic and religious life of people in the Later Vedic period.
3. How the status of women changed during Later Vedic period?

Lesson 3

RISE OF JAINISM AND BUDDHISM

Learning Objectives

1. Pupil knows the religious condition in India during the 6th Century B.C.
2. Pupil understands the causes for the rise of new religions.
3. Pupil learns the life history of Mahavira and Buddha.
4. Pupil gains knowledge about the teachings of Jainism and Buddhism.
5. Pupil understands the reasons for the spread of Jainism and Buddhism.
6. Pupil knows the contribution made by Jainism and Buddhism for the growth of literature and architecture.

The 6th Century B.C was a period of religious revolution in various parts of the world. It was an age when great religious teachers, philosophers and thinkers lived. Their ideas made revolutionary changes in all aspects of life. **Zoroaster** in **Persia** and **Confucius** in **China** preached new doctrines. In India too, the 6th century B.C saw many changes. As many as 62 religious groups developed in the Gangetic plains. They observed innumerable religious customs and rituals. **Jainism** and **Buddhism** appeared to put an end to them.

Causes for the rise of Jainism and Buddhism

1. Religious life in ancient India was originally very simple. But in course of time complex rituals and ceremonies began to dominate the practice of worship. Poor people were unable to observe them.
2. Religion lost its simplicity. It became expensive and elaborate. Blind faith and superstitious beliefs confused the people.

3. Caste system became rigid and it created inequality in the society.
4. Religious literature was in Sanskrit. The common people spoke in Prakrit and Pali : They could not understand Sanskrit.
5. The priestly class took advantage of it. They interpreted religion according to their convenience.
6. They considered themselves superior and others as inferiors.
7. Animal sacrifice became common. People did not like it.
8. People wanted a simple religion which would remove the evils in the society.

JAINISM (C. 539 - 467 B.C.)

Jainism originated in the 6th century B.C. It rejected Vedic religion and avoided its rituals. **Vardamana Mahavira** was the **founder of Jainism**. But the Jains believe that their religion had been founded long ago by **Rishaba Deva**. Rishabha Deva was succeeded by 23 **Thirthankaras** (prophets). Mahavira was the 24th Thirthankara.

It is believed that Rishabha Deva was the father of King Bharata, the first Chakravatin king of India.

Vardamana was born in 539 B.C. in a village called **Kundagrama** near **Vaisali** in Bihar. His father was **Siddhartha**. He was the head of a famous Kshatriya clan. His mother was **Trisala**. She was a princess of the **Lichchavi** clan. She was the sister of the ruler of Vaisali.

Vardamana was married to **Yasoda**, a princess. They had a daughter. In the beginning he led a life of luxury and pleasure. But gradually, his attitude about life changed. He became disgusted with life in general and the Vedic religion in particular. At the age of 30, he left his home and family. He became an ascetic (monk). He wandered from place to place in search of truth for 12 years. At the age of 42, he conquered his senses. He attained the greatest **Spiritual knowledge** or **Kaivalya**. He stopped wearing clothes. He was now called **Mahavira** (great Hero) or **Jina** (conqueror). He taught his religion for the next 30 years in places such as **Kosala, Magadha, Mithila** and **Champa**. He died at the age of 72 in 467 B.C at a place called **Pavapuri** near modern Rajgir.



Mahavira

Teachings of Jainism : Mahavira did not believe in the existence of God. He considered that God is the highest, the noblest and the fullest manifestation of all the powers which lie latent in the soul of man. The teachings of Mahavira were simple. He based his teachings on three thoughts **Right Faith, Right Knowledge** and **Right Conduct** or **Action**. These three teachings are called **Triratna** or **Three jewels**.

Mahavira put great stress on **Ahimsa**. According to him, men, animals, plants, stones, wind and fire had souls. Therefore no injury should be done to animals, birds etc. Mahavira preached his disciples to follow the five principles. They are

1. Ahimsa - not to injure any living beings
2. Satya - to speak truth
3. Asteya - not to steal
4. Tyag - not to own property
5. Brahmacharia - to lead a virtuous life.

Mahavira believed in the theory of **Karma**. According to him the highest goal to be achieved was **Supreme Knowledge**.

Spread of Jainism : Mahavira organised **Sanghas**. There were both men and women in them. They spread Jainism. His followers were called **Digambaras (nudes)** and **Swedambaras** (those who wear white clothes). He preached his religion in **Prakrit** language which was the language of the masses. So people understood his teachings easily. They started showing interest in Jainism. Rulers like **Bimbisara, Ajatasatru** in North India extended support.

In South India, **Kun Pandian, Mahendravarma I and Kharavela of Kalinga** showed interest in Jainism.

THE CONTRIBUTION OF JAINISM

The jains contributed much to the growth of literature in Pali, Prakrit and Tamil. In Tamil **Seevaka Shinthamani** by **Thiruthakka Thevar, Nannool**, a Tamil grammar by **Pavanandhi Munivar** are rich literary works by the Jains. Even **Thiruvalluvar** is considered to be a Jain. **Hemachandra** was probably the greatest Jain historian. He wrote **A History of Gujarat**. He compiled two **lexicons** (dictionaries) and wrote his famous Prakrit grammar. He also wrote the **Yoga Sutra**. The Holy books of **Jains** are **Angas** and **Purvas**.

The contribution of the Jains to art and architecture are note worthy. The Jain temple, called **Dilwara** temple, at **Mount Abu** in Rajasthan is famous for its art and architecture. The Jain temples at **Khajuraho, Chittor** and **Ranakpur** are also famous for their architecture. Ranakpur is one of the main holy places of the Jains. The carvings at **Udayagiri, Hathigumpha, Ellora** and **Girnar** are good examples of Jain Art. The huge **Gomateswara statue** at **Sravana Belgola** near Mysore is another Jain monument.

Causes for the decline of Jainism : Jainism did not spread all over India. It preached severe **ahimsa** which was highly impossible for a commoner to follow. The lack of royal support was also another cause for its decline. The followers of Mahavira failed to propagate Jainism vigorously.

BUDDHISM (C. 567 - 487 B.C.)

Buddha's original name was **Siddhartha**. He lived about the same time as Mahavira. **Siddhartha** was born in 567 B.C in the **Lumbini Garden** near **Kapilavastu in Nepal**. His father was **Suddhodana**. He was a Sakya chief of **Kapilavastu**. His mother, **Mayadevi**, died when Siddhartha was only seven days old. He was brought up by his step mother **Mahaprajapati Gauthami**. Siddhartha was brought up in great luxury. He married **Yasodhara**. A son was born to them named **Rahul**.

As Siddhartha was brought up by Gauthami, he was later called Gauthama Buddha.



Buddha

One day when Buddha was out driving in his chariot, he saw four signs. They convinced him of the misery in the world. He saw an uncared old man, a sick man, a funeral procession and a beggar. These sad experiences affected the mind of Siddhartha. One day, at the age of 29 he left his child and wife. He became a hermit. He became the disciple of **Aradakalama**. But he was not satisfied with his teachings. Then he sought instructions under **Rudraka**. He found that mere meditation would not lead to final liberation. After some time he sat cross legged in deep meditation under a pipal tree for 12 years near Gaya. One fine morning he attained

Supreme Knowledge. From that moment he was called **Buddha** (the enlightened one) or **Sakya Muni** (Sage of the Sakya Clan). Buddha spoke about his religion in public for the first time at a place called **Saranath** near Varanasi. He was very strong and could walk even 30 Kms in a single day. He travelled to many places in North India. He died at the age of 80 in 487 B.C. at **Kusinagara** in Uttarpradesh.

Teachings of Buddha : Buddha's teachings were based on **ahimsa** and love for all living beings. Buddha taught four great truths. According to him

1. World is full of sorrow and miseries.
2. The desire is the root cause of our sorrows.
3. Misery can be avoided by overcoming desire.
4. The remedy to these sufferings are the eight fold path or **Ashta Marga**.

The following constitute the Eight Fold Path :

- | | |
|------------------|----------------------|
| 1. Right Thought | 5. Right Living |
| 2. Right Belief | 6. Right Efforts |
| 3. Right Speech | 7. Right Knowledge |
| 4. Right Action | 8. Right Meditation. |

The teachings of Buddha have been compiled into three books called **Tripitakas**. (Three baskets). The three volumes are **Sutta Pitaka**, **Vinaya Pitaka** and **Abidhamma Pitaka**. Gauthama Buddha had faith in the theory of **Karma**. Buddha neither accepted nor rejected the existence of God. He condemned violence against others in any form. He tried to remove caste distinctions. Attaining **Nirvana** or **enlightenment** is the **basic principle** of Buddhism. The successors of Buddha were called **Bodhisathvas**.

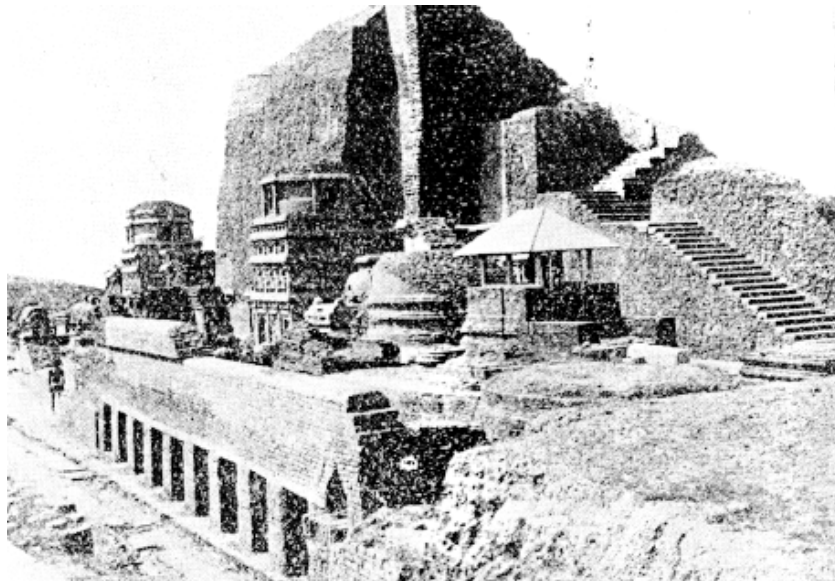
The Spread of Buddhism : There are various reasons for the spread of Buddhism.

1. The principles of Buddhism were very simple to follow. They were written in Pali language. It was easily understood even by common people.
2. The personality of Buddha influenced the people very much. He gave up royal life and led a very simple life. He lived as he preached. This attracted people very much towards his teachings.
3. As Hinduism prescribed costly rituals the poor embraced Buddhism.
4. Buddhism preached equality. Hence the downtrodden, oppressed and suppressed people began to follow Buddhism.
5. The Buddhist *Sanghas* and monasteries helped the people by removing their poverty and spreading education among them. This made the people to follow Buddhism.
6. The patronage extended by rulers to Buddhism was another important reason. Kings of Kosala, Kausambi, Asoka and

Kanishka helped the spread of Buddhism. During Asoka's time Buddhist monks and missionaries went to Egypt, Syria, and Macedonia. Asoka sent his son **Mahendra** and daughter **Sangamitra** to Ceylon to spread Buddhism. Kanishka's missionaries went to **Burma, Japan, Tibet** and **Central Asia** through China. **China** came under the influence of Buddhism. Thus Buddhism became a world religion. In South India, some Chera rulers embraced Buddhism and supported it.

During the period of Kanishka, Buddhism was split into two branches, namely **Mahayana Buddhism** (The Greater Vehicle) and **Hinayana Buddhism** (The Lesser Vehicle).

Contribution of Buddhism : 1. Many educational centres such as **Nalanda, Vallabhi, Kanchi** and **Vikramasila** were famous for Buddhist teaching. Its legacy contained in its rich literature. 2. Many



Nalanda Stupas

beautiful *stupas* at **Sanchi** and **Vallabhi** and **Nalanda** were built. The *stupas* at Sanchi and **Bharhut** contain a relic from Buddha's life. There are also panels depicting the Jataka tales (the stories which describe

the previous births of Buddha). They are found at **Gaya** in Bihar and **Sanchi** and **Bharhut** in Madhya Pradesh. 3. The **Gandhara sculptures** and the paintings at **Ellora** and **Ajanta** are the gifts of Buddhism. 4. The Buddhists built many rock cut structures called **Chaityas** which were **prayer halls** and **viharas**, which were **monasteries**. Modern Bihar derived its name from *Viharas*. 5. **Vinaya pitaka**, **Sutta pitaka** and **Abidhamma pitaka** are the earliest literary works on Buddhism.

Causes for the Decline of Buddhism : The lack of royal patronage, revival of Hinduism under the Guptas, corruption in the *Sanghas* and the introduction of idol worship were the main causes for the decline of Buddhism.

Similarities and Dissimilarities between Jainism and Buddhism

Similarities	Dissimilarities
<ol style="list-style-type: none"> 1. Both accepted <i>Karma</i> 2. Both rejected Vedas and Brahmanas 3. Both avoided rituals 4. Both stressed ethical rules of life 5. Both were taught in the language of the common people 	<ol style="list-style-type: none"> 1. Jainism stressed chastity and nudity, but not Buddhism. 2. Jainism gave importance to asceticism including suicide of starvation, but not Buddhism. 3. Jainism was extreme on <i>ahimsa</i>.

Learning Outcomes

1. Pupil will be able to explain the causes that led to the rise of Jainism and Buddhism.
2. Pupil will be able to describe the religious teachings of Mahavira and Buddha.
3. Pupil will be able to point out the value of Ahimsa and try to practice the same in his/her life.
4. Pupil will explain how these religions made people to lead a simple and good life.
5. Pupil will recollect the measures taken by Asoka and Kanishka to spread Buddhism.
6. Pupil will be able to narrate the contribution made by these religions to literature and architecture.

SELF-EVALUATION

I. Choose the Correct Answer

1. The birth place of Vardamana was
 - a) Kundagrama
 - b) Kasi
 - c) Lumbini garden
 - d) Gaya
2. Jina means
 - a) Conqueror
 - b) Great hero
 - c) Enlightened man
 - d) Priest
3. Asteya means
 - a) to speak truth
 - b) not to steal
 - c) not to kill
 - d) to lead a virtuous life
4. Mahavira preached his religion in
 - a) Pali
 - b) Prakrit
 - c) Sanskrit
 - d) Persian

5. Nannool was written by
 - a) Thirukthakka Devar
 - b) Pavanandi Munivar
 - c) Thiruvalluvar
 - d) Hemachandra
6. Hemachandra wrote the history of
 - a) Gujarat
 - b) Kasi
 - c) Kuru
 - d) Gaya
7. Siddhartha's father, Shuddhodana belonged to the clan
 - a) Sakya
 - b) Lichchavi
 - c) Mauryan
 - d) Kushan
8. Rahul was the son of
 - a) Vardhamana
 - b) Buddha
 - c) Mayadevi
 - d) Asoka
9. Buddha spoke about his religion in public for the first time at a place called
 - a) Sanchi
 - b) Saranath
 - c) Gaya
 - d) Vaisali
10. During the period of Kanishka, Buddhism had split into
 - a) two branches
 - b) three branches
 - c) five branches
 - d) four branches.

II. Fill in the Blanks

1. In 6th century B.C. _____ in Persia and _____ in China preached new doctrines.
2. Mahavira means _____
3. Mahavira died at the age of _____ in 467 B.C. at a place called _____
4. Mahavira put great stress on _____
5. According to Mahavira, the highest goal to be achieved was _____

6. Seevaka Sintamani was written by_____
7. The holy books of Jains are _____ and _____
8. The_____ statue at Sravana Belagola is a Jain monument.
9. Siddhartha's mother was_____and step mother was _____
10. Siddhartha became the disciple of _____ and _____
11. Siddhartha sat in deep meditation under a _____tree near Gaya.
12. Buddha died at_____in Uttar pradesh.
13. The basic principle of Buddhism is attaining _____
14. The successors of Buddha were called _____

III. Match the Following

- | | | |
|------------------------|---|----------------------------|
| 1. Thirthankaras | – | Jain temple |
| 2. Spiritual knowledge | – | Eight fold path |
| 3. Tyag | – | Daughter of Asoka |
| 4. Swedambaras | – | Educational Centre |
| 5. Hemachandra | – | Buddhist Literature |
| 6. Dilwara | – | Yoga Sastra |
| 7. Ashta Marga | – | Those who wear white dress |
| 8. Sangamitra | – | Not to own property |
| 9. Nalanda | – | Kaivalya |
| 10. Jataka tales | – | Prophet |
| 11. Chaityas | – | Monasteries |
| 12. Viharas | – | Prayer Halls. |

IV. Answer Briefly

1. Name the important religions that arose in India during the 6th Century B.C.
2. Give a short note on Thirthankaras.
3. What do you know about the early years of Mahavira?
4. What is meant by Triratna?
5. What were the five principles taught by Mahavira to his disciples?
6. Name the two sects of Jainism.
7. Write the name of the kings who extended their support to Jainism.
8. What do you know about Hemachandra?
9. Where was Buddha born?
10. What were the four signs that convinced Buddha of the misery in the world?
11. From which moment Siddhartha was called Buddha?
12. Mention the four great truths taught by Buddha.
13. What is meant by Eight-fold path?
14. Name the Tripitakas
15. Write the name of the kings who patronised Buddhism.

V. Answer in Detail

1. What causes led to the rise of Jainism and Buddhism?
2. Bring out the contribution of Jainism.
3. What were the causes for the spread of Buddhism?
4. Write an essay on the contribution of Buddhism.
5. What are the similarities and dissimilarities of Jainism and Buddhism?

Lesson 4

INVASION OF ALEXANDER ON INDIA

Learning Objectives

1. Pupil knows the political condition of North India on the eve of Alexander's invasion.
2. Pupil learns the personality of Alexander.
3. Pupil understands the Greek influence on India.
4. Pupil knows the circumstances leading to the establishment of Mauryan rule.

POLITICAL CONDITION OF INDIA IN THE 6th CENTURY B.C.

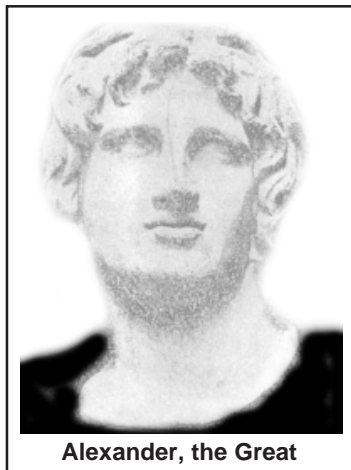
During the sixth century B.C. there were many **Kingdoms** and **Republics** in North India. **Sixteen** such states were prominent. They were called as the **Mahajanapadhas**. The important among them were **Anga, Kasi, Kosala, Avanti, Vatsa** and **Magadha**. They were constantly quarrelling with each other. Out of these States **Magadha** had emerged the most powerful as an **Imperial power**. Its rulers **Bimbisara** and **Ajatasatru** were responsible for making it a powerful state.

Magadha under Bimbisara (C. 525 - 500 B.C.): The **Haryanka** dynasty ruled Magadha. **Girivraja** (Old Rajagriha) near **Gaya** was the capital of Magadha. **Bimbisara** made Magadha a powerful state. He married the **Kosala** princess **Kosaladevi** and got **Kasi** as dowry. He also married the princesses of **Vaisali, Videha** and **Mathura**. He fought against **Brahmadatta** of **Anga**. He annexed Anga. He made friendship with rulers of **Malwa** and **Gandhara**. By marriage, conquest and friendship, **Bimbisara** made Magadha the most powerful imperial power. He was a **Jain** and promoted **Jainism**. During his rule **Darius I**, the Achaemenian emperor, conquered the **Indus Valley** area.

Ajatasatru (C. 500 - 475 B.C.): Ajatasatru imprisoned his father Bimbisara. He fought against **Kosala, Malla** and **Vaisali**. Magadha reached to glory under him. The **first Buddhist Council** was convened by Ajatasatru at **Rajagriha**. His successors were weak. The **Sisunaga** dynasty came to power in Magadha. **Sisunaga** was the founder of this dynasty. After them the **Nandas** captured power in Magadha.

The Nandas (C. 425 - 325 B.C.): **Mahapadmananda** was the founder of Nanda rule in Magadha. He conquered **Panchala, Kasi, Asumaga, Kuru, Mithila** and **Surasena** kingdoms. He brought the whole of North India under Magadha rule. He invaded Kalinga in the South. After him, his successors were not powerful. **Dhana Nandha** was the last ruler of this dynasty. Alexander invaded India during his rule.

INVASION OF ALEXANDER ON INDIA



The invasion of **Alexander**, the Great, is a landmark in the history of India. The date of his invasion is rightly considered to be the sheet-anchor of Indian chronology. Alexander stayed in India only for a short period of just 19 months. But his invasion had very deep effects on the Indian people.

Alexander was the son of **Philip of Macedonia**. The famous Philosopher **Aristotle** was his **tutor**. From his childhood, Alexander wanted to become a great hero like Hercules. When his father died in 335 B.C. Alexander ascended the throne. At that time he was hardly 20. Alexander was an ambitious ruler. He wanted to conquer the whole world.

Conquests of Alexander: Between 334 B.C. and 330 B.C. Alexander defeated the rulers of **Asia Minor, Syria** and **Egypt**. By 328 B.C. Alexander conquered all the territories of the **Persian Empire** and **Modern Afghanistan**. He took up the title of "**The Great King of**

Persia.” But Alexander was not satisfied with those victories. His desire was to become the Master of **India, the land of milk and honey**. After consolidating his position in the hilly regions of Hindukush Mountains, he crossed the river Indus with a huge army. **Ambi**, the ruler of **Taxila** made his submission to Alexander. He recognised Alexander as his overlord without waging a war.

Defeat of King Porus: **Porus** was the king of **Jhelum** territory. He refused to surrender to Alexander. He opposed him. The armies of Porus and Alexander met at **Hydaspes** on the banks of the river Jhelum in 326 B.C. Alexander found that it was practically impossible to cross the river Jhelum in the face of opposition from Porus. After long delays, Alexander hit upon a plan. His soldiers, who stood in the front rows, created a lot of noise. It made Porus and his soldiers believe that the Greek soldiers were going to cross the river. But the Greek soldiers who stood at the back crossed the river Jhelum at another point at about 16 miles away from the camp spot at night. Alexander’s army made a sudden and unexpected attack on the army of Porus. Porus was taken by surprise. In spite of his bravery, he was defeated. He was taken as a prisoner. When he was brought before Alexander, he was asked how he would like to be treated. Porus proudly replied that he wanted to be **“treated as a king”**. Alexander was greatly impressed by his personality and treated him generously. His kingdom was returned.

Alexander then crossed the Chenab and subdued the tribes. He also crossed the **Ravi** and conquered the **Kathas** and **Sangla**. When the armies of Alexander reached the **Beas**, they were tired and homesick. So they refused to proceed any further. Alexander had to return to his motherland. He divided the conquered territories into three parts. He placed them under the control of his generals. The territories in the northwestern part of India were given to **Seleukos Nikator**. Chandragupta Maurya defeated later Seleukos Nikator. On his way back, Alexander died in 323 B.C. at Babylon near Baghdad. He died at the early age of 33.

Influence on India: 1. Alexander’s invasion promoted the political unification of North India. Smaller states, which were handicapped with disunity, wanted to become united. It was favourable

for **Chandragupta Maurya** who shortly founded an Indian empire. 2. The voyage and expeditions planned by Alexander paved new lines of communications with Western Asia. New routes of trade were opened. Maritime activities also increased. 3. Although the Empire founded by Alexander in India did not last long, the Greek settlements in **Bacteria** and **Parthia** influenced India in many ways. Kanishka invited many Graeco Bactrian sculptors to Gandhara for making images of Buddha and Bodhisatvas. There was a blending of Greek and Indian art in image making. This new type was called **Gandhara School of Art**. It was greatly influenced by the Greeks. 4. Greek influence on Indian astronomy is noteworthy. Alexander's friend **Nearchus** and some others travelled along the coast of Western India. They wrote about what they saw in these regions. They also wrote the Geography, History and Culture of India. They had even described the climate, plants, religions and customs of India. These writings help the historians to learn about Alexander's invasion and the condition of India at that time.

End of Nandha Rule in Magadha: The last Nanda ruler **Dhana Nanda** was disliked by his people. Nandas generally did not believe in God. They were atheists. **Chanakya**, a great Brahmin scholar, was the minister of **Dhana Nanda**. When he was dining in a **Dhana sala**, Dhana Nanda insulted him. It was a great disgrace for Chanakya. Therefore, he took a vow that he would ruin the Nanda dynasty. While he was busy in finding out ways and means to destroy the Nanda dynasty, he came across young **Chandragupta**. It is said that he bought him from a hunter. Chanakya took him to Taxila. He gave him all the necessary education at Taxila. Chandragupta defeated Dhana Nanda with the help of Chanakya. He founded the Mauryan Empire.

Know how Chanakya met Chandragupta Maurya

Learning Outcomes

1. Pupil will be able to describe the political condition of North India in the 6th Century B.C.
2. Pupil will explain the personality of Alexander.
3. Pupil will be able to point out the Greek influence on India.
4. Pupil will explain how the Nanda rule came to an end.

SELF-EVALUATION

I. Choose the Correct Answer

1. Bimbisara was
 - a) A Buddhist
 - b) A Jain
 - c) A Hindu
 - d) None of the three
2. The first Buddhist council was convened by
 - a) Ajatasatru
 - b) Bimbisara
 - c) Asoka
 - d) Dhana Nanda
3. Alexander was the son of
 - a) Philip of Macedonia
 - b) Aristotle
 - c) Porus
 - d) Hercules
4. Alexander's desire was to become the master of
 - a) India
 - b) Persia
 - c) Afghanistan
 - d) Macedonia
5. The first ruler who made his submission to Alexander in India was
 - a) Porus
 - b) Ambi
 - c) Chandragupta
 - d) Chanakya
6. When Porus was asked how he would like to be treated Porus replied that he wanted to be treated as a
 - a) General
 - b) King
 - c) Friend
 - d) Enemy
7. Seleukos Nikator was defeated by
 - a) Alexander
 - b) Porus
 - c) Chandragupta
 - d) Ambi
8. Chandragupta was educated at
 - a) Taxila
 - b) Magadha
 - c) Kasi
 - d) Avanthi

II. Fill in the Blanks

1. _____ and _____ rulers were responsible for making Magadha a powerful state.
2. The invasion of Alexander, the Great, is a _____ in the history of India.
3. Alexander considered India as a land of _____.

4. In 323 B.C. Alexander died when he reached _____ near Baghdad.
5. The Indian territories conquered by Alexander were given to _____.
6. The voyage planned by Alexander paved new lines of communication with_____.
7. Greek influence on Indian _____ is noteworthy.
8. The last ruler of Nanda dynasty was_____.
9. With the help of Chanakya_____ founded the Mauryan Empire.

III. Match the Following

- | | | |
|---------------------|---|--------------------|
| 1. Aristotle | – | Greek General |
| 2. Ambi | – | Alexander's Tutor |
| 3. Alexander | – | Alexander's Friend |
| 4. Seleukos Nikator | – | Mauryan dynasty |
| 5. Nearchus | – | Taxila |
| 6. Chandragupta | – | Macedonia |

IV. Answer Briefly

1. How the Indian kingdoms in the 6 century B.C. were called? Name a few of them.
2. Mention the early conquests of Alexander.
3. Name the Indian ruler who opposed Alexander?
4. What made Alexander to return to his country? Did he reach home?
5. What influence did Alexander's invasion have on India?
6. What do you know about Nearchus?
7. Give a short note on "Gandhara School of Art".
8. Why did Chanakya want to ruin the Nanda dynasty?

V. Answer in Detail

1. Explain the condition of India in the 6th century B.C.
2. What made Alexander to invade India? Explain his war with Porus.
3. Bring out the Greek influence on India.

UNIT - II

Lesson 5

MAURYAN EMPIRE

Learning Objectives

1. Pupil knows the sources for the history of Mauryan period.
2. Pupils learn about the founder of the Mauryan empire
3. Pupil gains knowledge about Asoka's religious policy and the services rendered by Asoka for the welfare of his people.
4. Pupil understands the administrative system of the Mauryans.
5. Pupil knows the causes for the decline of the Mauryan Empire.

The last **Nanda ruler Dhana Nanda** was both a tyrant and an unpopular king. The invasion of Alexander caused confusion in North India. There were signs of disaffection against foreign rule. Chandragupta Maurya took advantage of these conditions. At that time he was a military general in the army of Dhana Nanda. He overthrew his master. Chanakya, a great Brahmin scholar, had helped him in this task. Chandragupta established his authority in 322 B.C.

The Sources : The sources for the history of the Mauryan period are as follows:

1. The **Arthashastra**, written by Chanakya, 2. **Indica** written by the Greek Ambassador **Megasthenes**, 3. The **Mudrarakshasa**, written by **Visakadatta**, 4. The **Buddhist** literature- **Jataka tales**, **Deepavamsa** and **Mahavamsa** (Ceylonese Chronicles), 5. **Rock and Pillar Edicts** of Asoka, 6. **Coins** of Chandragupta and Asoka and 7. some artifacts unearthed by the archaeologists.

Chandragupta Maurya (C. 322 - B.C. 298) : Chandragupta's rise to greatness is indeed a romance in history. There are different

views about his ancestry. According to **Visakadatta**, Chandragupta is called **Maurya Putra**, i.e., son of Maurya. The name of Maurya is the corrupted form of **Mura**, the mother of Chandragupta Maurya. Some writers view that Chandragupta came from the **Moriya** clan near Pataliputra. Some consider that he was the son of Peacock (Mura) rearer.

As soon as Chandragupta captured power, he had to face two main problems. He had to (1) liberate North West India from foreign rule and (2) put an end to the disorder caused due to the misrule of Dhana Nanda. He killed Dhana Nanda and took Pataliputra. It became the Mauryan capital. Chanakya helped him in his tasks.

Chanakya : Chanakya was a kingmaker. He was otherwise known as **Kautilya**. He was the root cause for the establishment of the Mauryan rule in India. He has written the **Arthashastra**. It is a book on Statecraft. He is compared to **Machiavelli** of **Italy**, a great political thinker. Chanakya served as prime minister during the reigns of **Chandragupta** and **Bindusara**.

Conquests of Chandragupta : Chandragupta checked the further advance of the Greeks in the North west. He defeated **Seleukos Nikator**, the **Greek general of Alexander**, in a battle in 305 B.C. Seleukos surrendered **Khandahar**, **Herat**, **Kabul** and **Baluchistan** to Chandragupta. He also gave his daughter, **Helen**, in marriage to Chandragupta. Chandragupta presented Seleukos with 500 elephants as a **royal gift**. Seleukos sent **Megasthenes** as Greek Ambassador to the Court of Chandragupta. **Megasthenes** wrote **Indica**. It is a very important source of information on the Mauryan administration of the city of **Pataliputra**. He conquered a number of North Indian Kingdoms. He also extended his empire up to Saurashtra in the West and the Deccan in the South.

Chandragupta's empire spread from Hindukush in the North West upto Bengal in the East. It stretched from the Himalayas in the North to the lands across the Vindhyas in the South. Chandragupta was undoubtedly one of the great rulers of ancient India.

Chandragupta was a follower of Jainism. During his last days, he renounced his kingdom. He came to **Sravana Belgola**, near Mysore with a Jain monk called **Bhadrabahu**. The hill in which he lived until his death is called **Chandragiri**. There is also an ancient temple

called **Chandra Basti** built in memory of Chandragupta Maurya. He died in 298 B.C.

Bindusara : Chandragupta Maurya was succeeded by his son **Bindusara**. He had the title **Amitrakhada** or **slayer of foes**. Bindusara appointed his eldest son **Sumana** as the Viceroy of **Taxila** and younger son **Asoka** as the Viceroy of **Ujjain**. During his rule two revolts took place in Taxila. His elder son Sumana could not suppress them. So Asoka was sent to suppress them. The rebellions were put down. Though Bindusara did not make any conquests, he consolidated the Empire that he inherited from his father. He maintained good relationship with foreign rulers. The Greek and Egyptian rulers sent their ambassadors to Bindusara's court.

Asoka (273 B.C. - 232 B.C.) : Asoka was the most famous ruler of the Mauryan dynasty. He was also the first **National ruler**. He commanded universal respect and regard. He started his career as a great conqueror.

The Kalinga War (261 B.C.) : Asoka's empire extended from **Kashmir** in the North to **Godavari - Krishna** basin in the South. **Kalinga** (modern Orissa) was not included in his kingdom. So he wanted to conquer Kalinga for security and economic prosperity. He invaded Kalinga in 261 B.C.. The Kalinga king **Sasanga** resisted Asoka's army, but was defeated. Thousands of people were killed and several thousands were severely wounded in the war. When Asoka saw the misery and bloodshed caused by the war he was shocked. He vowed not to wage any more war in future. This war was a turning point in his life. He was attracted by the teachings of Buddha. He gave up war and followed the policy of non-violence.

Asoka's Religious Policy and Dhamma : Initially Asoka worshipped Lord Siva. After the Kalinga war, he embraced Buddhism. Under the influence of **Upagupta**, a Buddhist monk, Asoka became a Buddhist. Asoka's wife **Devi** also influenced Asoka to convert to Buddhism. Asoka gave up **Digvijaya**. Instead, he promoted **Dharmavijaya**. He wanted to use religion to win over the hearts of the people.

Though Asoka was a Buddhist, the Dhamma that he preached was much more broad based. It included the good principles of both Hinduism and Buddhism. **Dhamma** is a **Prakrit** word for **dharma**. It

means religious or **moral duty**. The chief features of Asoka **dhamma** are **tolerance, non-violence, love** and **compassion**. It also insists that masters should be kind to their servants and slaves; the young people should obey the elders.

How Asoka is remembered? It is said that, "Amidst the tens of thousands of names of monarchs.... the name of Asoka shines and shines almost alone, a star". - H.G. Wells.

Asoka did not impose his Dhamma on his people. His Dhamma was mostly drawn from Buddhism. But he made a clear distinction between his personal belief in Buddhism and his duty as an emperor. He stopped animal sacrifices. He himself gave up hunting and meat eating. He had constructed rest houses for travellers. He planted trees on either side of the roads to give shade. He established hospitals for human beings and animals alike. He convened the third Buddhist council at **Pataliputra**.

Asoka practised what he preached. He proved his greatness by being kind to all living beings. That is why he is called Asoka, the Great.

Contribution of Asoka to Buddhism : Asoka did a great service in spreading Buddhism. He made it a world religion. He undertook a tour for two years with the Buddhist monk **Upagupta** or **Tissa**. He became an ardent follower of Buddhism. He decided to guide the people on the basic principles of Buddhism.

Asoka's services to Buddhism are compared with the services of Emperor Constantine of Rome to Christianity.

1. Asoka carved the teachings of the Buddha on rocks, pillars and *stupas* in many parts of his vast empire. These edicts were placed in **markets** and other places where people gathered. His edicts carried his message to the nook and corner of his empire. To spread his message Asoka used **Pali**, the language of the people. So the people got a clear understanding of the teachings. The important rock edicts of Asoka are at **Kalsi, Bairat, Rupnath, Dauli, Sopara** and **Girnar**. The well known pillar edicts of Asoka are at **Jaugada, Saranath** and **Rampurva**.

2. He built **stupas** and **viharas** in memory of Buddha. These viharas in later ages became monasteries of the Buddhist monks.
3. He built several monasteries where the monks could study the Buddhist scriptures and lead a life of quiet meditation.
4. Asoka visited all the holy places in our country associated with the life of Buddha. He also introduced the system of royal tours.
5. He sent monks to preach Buddha's doctrines and spread his teachings in far off countries like Mesopotamia, Syria, Egypt, Tibet, China and Burma.
6. He also appointed officials called **Dharmayukthas** and **Dharma Mahamatras** who supervised and encouraged people to lead a pure and moral life.
7. He sent his son **Mahendra** and his daughter **Sangamitra** to Sri Lanka to preach Buddhism.
8. From the edicts we know that Asoka named himself as **Devenampriya** (beloved of the God) and **Priyadarshan** (pleasing appearance).

Asoka has written in his edicts, "All men are my children. In the same way as a father cares for his children and looks after them, a king must care for his people."

THE MAURYAN ADMINISTRATION

Central Government: The Central Government was under the direct control of the Emperor. Though he was an absolute ruler, he was accessible to his subjects. He was the supreme head of the army. He was chief justice of the country. He was assisted by the **Yuvaraja**, the crown prince and the **mantrins** or a council of ministers. There were officials like the **Mahamatras**. They looked after the day today work of the administration.

Provincial Government : The Empire was divided into provinces, districts and villages. A prince or any other member of the royal family looked after the provinces. Officials called **Pradeshikas** or

Sthanikas were in charge of districts. The **Gramanis** acted as heads of the villages.

Administration of Pataliputra: Pataliputra was the **Capital** of the **Mauryan Empire**. Six boards or departments looked after the **Municipal administration of the city of Pataliputra**. Every board had five members. These boards looked after the subjects like Industries, Census, Trade, Manufactures and their sale, Collection of taxes and Welfare of foreigners living in the city.

Army: The Mauryans had a huge army. They had six divisions - the Infantry, the Cavalry, Elephants, Chariots, Navy and the sixth section which looked after the movement of goods and weapons for the soldiers and the animals.

According to Pliny , a Roman writer, the Mauryans had 600,000 foot soldiers 3,00,000 horses and 9000 elephants.
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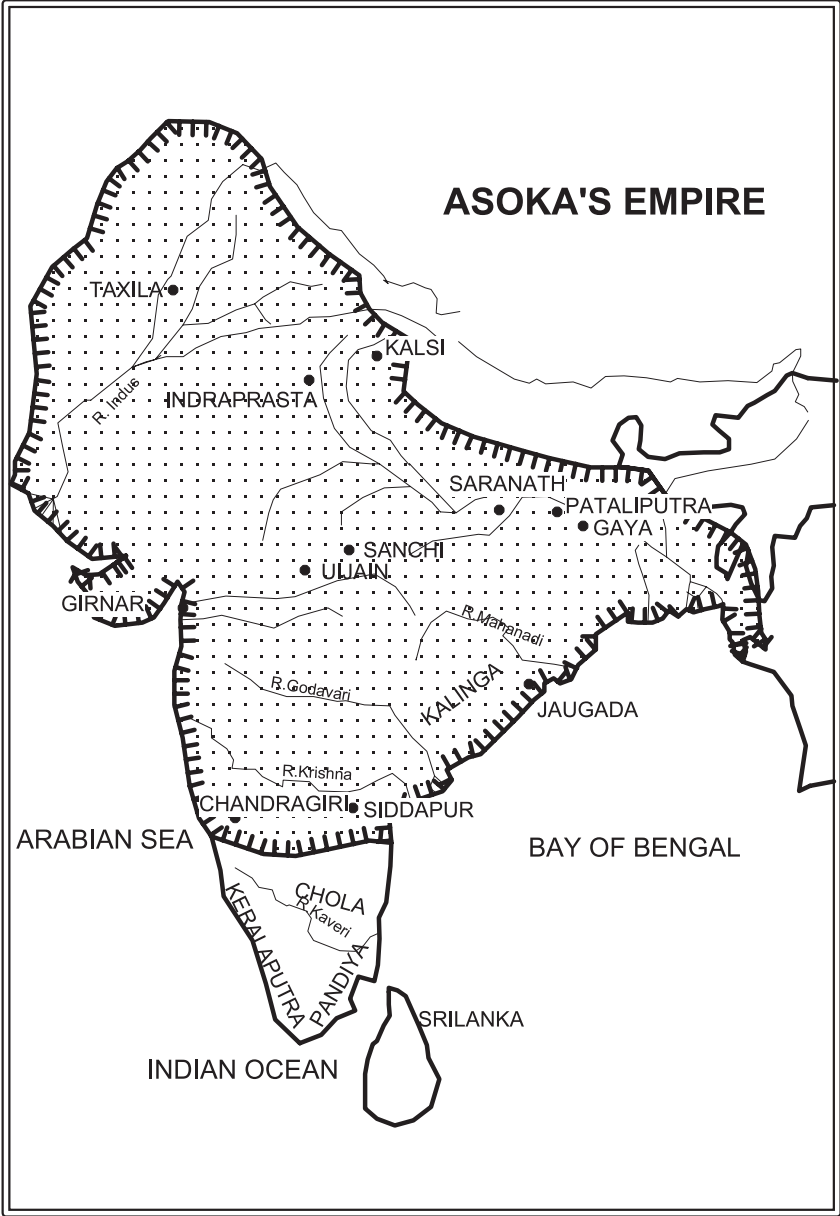
Spy System: The Mauryan kings had spies in all parts of the empire. These spies secretly brought news about officials, ministers and people to the king. So the king would always get news about the mood and attitudes of the people. Women were also appointed as spies.

Revenue: The principal revenue of the state was the land revenue. Taxes from traders, artisans and professional taxes were also collected. The revenue was spent for the welfare of the people.

Coins: The officers of the Government received their salaries in cash. The coins were made of silver. They were called punch-marked coins because tiny symbols or designs were stamped or punched on them. These coins were also called **Karshapanas**.

Administration of Justice: The king's court at Pataliputra was the highest court of Justice. Judicial courts were set up in all parts of the country. Petty cases were decided by the village panchayats. Punishments were severe. The judicial officers were known as **rajukas**.

Transport: Most parts of the Mauryan empire were linked by roads. There was one route to Nepal via Visali. Another road linked Pataliputra with Kalinga in Orissa. Traders, travellers, spies and soldiers used these roads. Men and goods were transported by river boats also.



Relation with the Extreme South: The Mauryan Empire included almost the whole of India except the extreme South. (Present day Kerala and Tamilnadu) Asoka's inscriptions refer to the Cheras as **Keralaputras**. The Mauryans traded with the Southern kingdoms.



Saranath Pillar

Art and Architecture of the Mauryans: The Mauryas were famous for their art and architecture. The **Pillar at Saranath** is a very famous historical monument. The lion capital depicts an inverted lotus resembling a bell. Above the lotus or bell is a round drum, decorated with four wheels, **Dharma Chakra**, with 24 spokes and figures of animals like the lion, horse, bull and an elephant. Above the drum are four lions seated back to back. The glory of this piece of Mauryan art is so great. It has been adopted as the

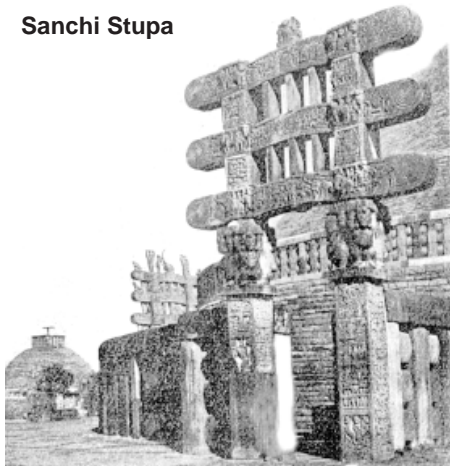


Vaishali Pillar

National Emblem of our **Country**. Our currency and coins carry this symbol. The **Dharma Chakra** has found place in our **National Flag**.

Your Teacher can better explain you how the Mauryan art forms are used in our currency, coins and the national flag.

Sanchi Stupa



The Sanchi Stupa: The Sanchi Stupa is another famous piece of Mauryan architecture. It was built with bricks. Its height is 23 mts and it has 41 mts high entrances on all four sides. The **Stupas** at **Sanchi**, the pillar at **Saranath** and **Ajivika Caves** are fine examples of Mauryan art.

Decline of the Mauryans: The mighty empire of the Mauryas began to decline after the death of Asoka.

The causes for the Mauryan downfall are:

1. After the Kalinga war, Asoka gave up war. Therefore training in fighting and military system became neglected. The Mauryan army became weak and inefficient.
2. Ashoka's successors were not strong enough to protect and maintain the large empire.
3. Pataliputra lost its central position due to the vastness of the Empire. It encouraged revolts by various governors.
4. Lack of quick transport made it impossible to hold the vast empire united.
5. The last Mauryan king, **Brahadratha** was killed by his minister **Pushyamitra** Sunga. It put an end to the Mauryan Empire.

Learning Outcome

1. Pupil will be able to mention the various sources for the history of the Mauryas.
2. Pupil will be able to recall the role of Chanakya in establishing Mauryan rule in India.
3. Pupil will be able to explain the greatness of Chandragupta Maurya.
4. Pupil will be able to describe Asoka Dhamma and Ahimsa Principles.
5. Pupil will be able to point out the salient features of Mauryan administration.
6. Pupil will be able to make an estimate of the Mauryan contribution to art and architecture.

SELF - EVALUATION

I. Choose the Correct Answer

1. Arthashastra was written by
 - a) Magasthenes
 - b) Chanakya
 - c) Visakadatta
 - d) Asoka

2. Some people view that Chandragupta Maurya was the son of
 - a) A shepherd
 - b) A peacock rearer
 - c) A general
 - d) Chanakya
3. Helen was the daughter of
 - a) Chanakya
 - b) Seleukos Nikator
 - c) Alexander
 - d) Chandragupta Maurya
4. Initially Asoka worshipped
 - a) Lord Siva
 - b) Lord Vishnu
 - c) Buddha
 - d) None of these
5. Kalinga is in modern
 - a) Orissa
 - b) The Punjab
 - c) Bengal
 - d) Rajasthan
6. Asoka's wife was
 - a) Devi
 - b) Helen
 - c) Mura
 - d) A Persian woman
7. Dhamma is a
 - a) Pali word
 - b) Sanskrit word
 - c) Prakrit word
 - d) Tamil word
8. Asoka convened the third Buddhist Council at
 - a) Pataliputra
 - b) Taxila
 - c) Kasi
 - d) Mysore
9. To spread his message to the people, Asoka used
 - a) Sanskrit language
 - b) Pali language
 - c) Hindi language
 - d) Persian language
10. The last Mauryan king was
 - a) Chandragupta
 - b) Asoka
 - c) Brahadratha
 - d) Mahendra

II. Fill in the Blanks

1. The last Nanda ruler was _____
2. The name Maurya is the corrupted form of _____
3. Chanakya was otherwise known as _____

4. _____ of Italy was a political thinker.
5. Chanakya served as Prime Minister during the reign of _____ and _____
6. Seleukos received _____ as royal gift from Chandragupta.
7. _____ was an ambassador sent by Seleukos to Mauryan court.
8. Chandragupta Maurya was a follower of _____
9. The ancient temple built in memory of Chandragupta Maurya was called _____
10. _____ was the elder son of Bindusara
11. Asoka embraced Buddhism by the influence of _____ a Buddhist monk.
12. Asoka undertook a tour with the Buddhist monk _____
13. The edicts of Asoka were placed in _____ where people gathered.
14. The officials who encouraged and supervised the people to lead a pure and moral life were _____ and _____
15. Asoka's son _____ and daughter _____ were sent to Ceylon to propagate Buddhism.
16. Priyadarshan means _____
17. The _____ has found place in our National Flag.
18. The _____, _____ and _____ are the fine examples of Mauryan art.
19. The last Mauryan king Brathadratha was killed by his minister _____

III. Match the Following

- | | | |
|------------------|---|----------------------|
| 1. Indica | – | Ruler of Kalinga |
| 2. Mudrarakshasa | – | Moral duty |
| 3. Bhadrabahu | – | Saranath Pillar |
| 4. Amitrakhada | – | Council of Ministers |

5. Sasanga	–	District incharge
6. Dhamma	–	Magasthenes
7. National Emblem	–	Karshapanas
8. Mantrins	–	Jain monk
9. Coins	–	Visakadatta
10. Sthanika	–	Slayer of foes
11. Judicial officer	–	Cheras
12. Kerala Putras	–	Rajukas

IV. Answer Briefly

1. Who were controlling North West India when Chandragupta Maurya established his authority in Magadha?
2. Mention a few sources for the history of the Mauryas.
3. What were the twin tasks Chandragupta had to face?
4. Who was Seleukos Nikator?
5. Name the places surrendered by Seleukos to Chandragupta.
6. Name the boundaries of Chandragupta Maurya's empire.
7. What do you know about the last days of Chandragupta Maurya?
8. Give a short note on Dharma Vijaya.
9. Mention some of the chief features of Asoka Dhamma.
10. Where do we find the rock edicts and pillar edicts of Asoka?
11. Name the countries where Asoka sent monks to preach Buddhism.
12. What are the other names of Asoka found in the rock edicts?

V. Answer in Detail

1. Describe the sources for the history of the Mauryas.
2. Write an essay on Asoka's religious policy.
3. What did Asoka do for the spread of Buddhism?
4. Bring out the main features of Mauryan administration.
5. Mention the causes for the decline of Mauryan Empire.

Map Work : Mark the extent of Mauryan Empire under Asoka.

Lesson 6

SUNGAS - KUSHANAS - SATAVAHANAS - SANGAM AGE IN TAMILNADU

Learning Objectives

1. Pupil learns about the Sungas.
2. Pupil knows about the Kushanas and the greatness of Kanishka.
3. Pupil understands Hinayanism and Mahayanism.
4. Pupil knows about the Satavahanas.
5. Pupil learns about the ancient Tamil rulers and their patronage to Tamil language and literature.
6. Pupil understands the trade contacts of the ancient Tamil kingdoms with the foreign countries.
7. Pupil learns the social life of the people of the Sangam Age.

The Sungas : The founder of the Sunga dynasty was **Pushyamitra Sunga**. He ascended the throne of Magadha in 185 B.C. The Sungas ruled for about 112 years. **Pushyamitra** was a follower of Hinduism. He tried to revive the glory of the Vedic religion. He extended his empire upto the Punjab in the North West. Narmada was the southern boundary of his empire. He performed the **Ashvamedha yaga** and assumed the title **Maharajadhiraja**. The great Sanskrit **Grammarian Patanjali** is said to have belonged to his time. Pushyamitra's son was **Agnimitra**. He was a great conqueror. He was also the hero of the play **Malavikagnimitram** written by Kalidasa. The Sungas were constantly pre-occupied with wars. The later kings were weak and inefficient. **Devabhothi (Devabhumi)** was the last Sunga ruler. His minister **Vasudeva Kanva** murdered him. The **Kanvas** began to rule Magadha.

Foreign Invasions : After the decline of the Maryan empire, the whole of North Western India fell into the hands of foreigners between the years 200 B.C. and 100 B.C. Except the Indo-Greeks or Bactrian Greeks, the **Parthians**, the **Sakas** and the **Kushanas** came from Central Asia. They settled in North India and made their contribution to Indian culture.

The Kushanas : The Kushanas came to India in the first century A.D. They belonged to **Yuch-chi** tribe in China. They moved towards the west. **Kujula Kadphises**, a Yuch-Chi chief, had established himself in Kabul and Kashmir. He founded the Kushana dynasty. His son **Vima Kadphises** was also famous and issued gold coins. They resembled Indian coins.

The greatest Kushana ruler was **Kanishka**. He ruled from A.D. 78 to A.D. 120. He started the **Saka Era** which commenced in A.D. 78. His capital was **Purushapura** or **Peshawar**. He constructed a city called **Kanishkapuram**.

Kanishka's Conquests: Kanishka conquered Kashmir. His most important campaign was against China. He crossed the **Pamirs** and defeated the Chinese. He conquered **Khotan**, **Yarkhand** and **Kashgar**. He also defeated the Saka rulers of Malwa and Gujarat. Kanishka must have defeated the ruler of Magadha and took Ashvaghosha, the great **Buddhist Philosopher** with him.

Kanishka as Second Asoka: Kanishka worshipped many Gods before he embraced Buddhism. **Ashvagoshha**, the Buddhist scholar, probably influenced Kanishka to become a Buddhist. Like Asoka Kanishka also worked for the spread of Buddhism. He took steps to repair many old monasteries. New ones were also built. During his time Buddhism spread to **China**, **Japan**, **Central Asia** and **Tibet**. Kanishka had convened the **Fourth** Buddhist Council at **Kundalvana** in Kashmir. Many Buddhist monks like **Vasumitra**, **Nagarjuna** and **Parsva** attended it. **Ashwagoshha** presided over the council. He wrote **Buddha Charita**. **Vasumitra** wrote the great **Mahavibhasha**. **Nagarjuna** wrote the book titled, **Madhyamika Sutra**. Kanishka patronised most of them. He took every step to spread Buddhism. Because of this, he is considered as the **Second Asoka**.

Mahayana Buddhism: During Kanishka's time Buddhism underwent a change. It got divided into two sects namely, the

Hinayana Buddhism (Lesser vehicle) and the **Mahayana Buddhism** (Greater vehicle) after the Fourth Buddhist Council. Mahayanists started worshipping Buddha as God. According to Mahayanism every man can attain **Buddhahood**. To attain Buddhahood, one should become a **Bodhisathva** or potential **Buddha** by living thousands of charitable and strenuous lives. There was emphasis on workship, prayer, devotion and active morality. Image worship and rituals developed. Buddha and Bhodhisathvas were worshipped in the form of idols. Ashvagosha and Nagarjuna were great scholars of Mahayana Buddhism. Kanishka supported Mahayanism.

COMPARISON OF HINAYANA AND MAHAYANA SECTS OF BUDDHISM

Hinayana Buddhism	Mahayana Buddhism
1. This is known as the Lesser Vehicle	1. This is known as the Greater Vehicle
2. Buddha was considered as a preceptor	2. Buddha was worshipped as God.
3. No idol worship	3. Images of Buddha and Bhodisatvas were worshipped.
4. Hinayana Buddhism spread in different regions of India, Western world and Ceylon	4. Mahayana Buddhism spread in India and countries like Tibet, China and Japan.
5. Asoka patronised Hinayanism	5. Kanishka patronised Mahayanism. Later Harsha supported it.
6. Pali, the language of the masses, was used by Hinayana Buddhists.	6. Sanskrit, the language of the scholars, was used by the Mahayana Buddhists.

Kanishka's Support to Medicine: Kanishka patronised **Charaka**. He was a doctor. He was also a scholar well versed in many **Sastras**. He wrote the **Charaka Samhita**. It deals with medicine. His works became popular later in Persia and Arabia. Another medical scholar **Susruta** also belonged to Kanishka's time. He has written the **Susruta Samhita**. It is devoted to surgery. It mentions a large variety of surgical instruments. It became famous in Arabia and Cambodia.

The Gandhara Art and Kanishka's Contribution to Art: A new school of sculpture developed during Kanishka's time. It is called **Gandhara Sculpture**. This sculpture is Buddhist, and the characteristic works are statues and reliefs. The sculpture bears Greek influence, but the subject is Indian. It is also called as the Gandhara School of Indian art.

During Kanishka's rule, he built many monuments. They were built at **Kanishkapura, Peshawar, Mathura and Taxila**.

After the death of Kanishka, the distant provinces in the borders revolted. They became independent under the local chiefs. The Kushnana Empire declined by about A.D. 180.

SATAVAHANAS (225 B.C. - A.D. 220)

The **Satavahanas** or the **Andhras** ruled the land lying between the **Godavari** and the **Krishna** rivers. They ruled for about 450 years. The founder of the Satavahana dynasty was **Simukha**, who was a tyrant. But his son **Sri Satakarni I** brought glory to this dynasty. He conquered **Malwa** and performed **Aswamedha sacrifice**. His capital was **Prathishtan**. The most famous ruler of the Sathavahana dynasty was **Gautamiputra Satakarni**. He defeated the Sakas of Western India and was called **Satakari**. His reign lasted for about 25 years from A.D 80 to A.D 104. Next to him, **Vasistaputra Pulamayi** and **Yagna Sri Satakarni** were powerful for sometime. Pulamayi built a new city called **Navangara**. Pulamayi's **Queen Mother** inscriptions and the *stupa* at Amaravathi furnish lot of information for Satavahana rule.

Society, Art and Culture under Satavahanas: The kings ruled according to **Dharmasastras**. Agriculture was the main occupation. Trade and commerce flourished. **Karshapana** and **Suvarnas** were the approved currency. The Vedic scholars received royal patronage.

Prakrit language improved. The **Saptasataka**, **Brihatkatha** and the **Katantra**, a book on Sanskrit grammar, are the important literary works of the Satavahana period. The fine painting at **Amaravathi** and **Nagarjunakonda** caves belong to this period. The Satavahana rulers built beautiful temples, monasteries, rock cut caves, stupas and prayer halls.

SANGAM AGE IN TAMILNADU (300 B.C TO A.D.300)

There existed the **Chera**, the **Chola** and the **Pandya** Kingdoms in ancient **Tamilnadu**. The rulers of these Kingdoms were great patrons of art and literature. They developed the Tamil language and literature through an assembly of poets or **Sangams**.

Sources: The Sangam literary works constitute main source of information for the history of ancient Tamilnadu. A large number of Tamil poems composed during this period are highly helpful. The Sangam poems are divided into three main groups. They are the **Pathu Pattu** (Ten Idylls), the **Ettuthogai** (Eight Anthologies) and the **Padinenkilkanakku** (Eighteen Minor works).

Kilkanakku refers to poems with very few lines in each stanza. Thirukkural is the best example.

Towards the end of the Sangam period the two epics (twin epics), **Silappadikaram** and **Manimekalai** were written. **Ilango Adigal** has written the **Silappadikaram** and **Manimekalai** was written by **Kulavanigan Seettalai Sattanar**.

Archaeological excavations, old coins and inscriptions also tell us about the life and culture of the people in the Sangam Age.

Try to know the Eight Anthologies, Ten Idylls and the term Kulavanigan

The Cheras : The present day Kerala and Western parts of Tamil Nadu were known as **Chera country** in those days. **Vanji** was the **Chera Capital**. The greatest Chera King was **Senguttuvan**. He invaded North India by crossing the river Ganges. The Chera emblem was *bow*. **Tondi** and **Musiri** were their ports.

The Cholas: The kingdom of Cholas mainly consisted of **Tiruchi** and **Thanjavur** regions in Tamilnadu. **Karikala** was the greatest ruler of the ancient Cholas. **Uraiyur** was their capital and **Kaveripoompattinam** served as their port. The tiger was the emblem of the Cholas. Karikala built **Kallanai** across the river **Kaveri** near **Tiruchirappalli**.

The Pandyas: The Pandyan Kingdom comprised the regions of **Madurai**, **Ramanathapuram** and **Tirunelveli** in Southern Tamilnadu.

Madurai was the **capital** of the **Pandyas**. **Korkai** was their **port**. The fish was the emblem of the Pandyas. The greatest Pandya king was **Nedunchezhan**. He defeated the **Chera**, **Chola** and a number of Minor Chieftains at **Thalayalanganam**. So he was known as **Thalayalanganathu Seruvendra** (victor of Thalayalanganam) **Nedunchezhan**. The **Maduraikanchi** gives a full description of **Madurai** and the Pandyan country under Nedunchezhan's rule.

SOCIAL LIFE

The Sangam Age in Tamilnadu witnessed prosperity in all spheres of life. The land was divided into **Kurinji**, **Mullai**, **Marudam**, **Neithal** and **Palai**. The life of the people in these divisions differed. The hunters and honey gatherers lived in **Kurinji**, **Mullai** and **Palai** regions. The farmers and the fishermen lived in **Marudam** and **Neithal** lands respectively. The people of Sangam Age had a well-organised social life. They lived in both towns and rural areas. Agriculture, pearl fishing and weaving were some of the important occupations of the people. Fine arts like music, dance, drama and painting flourished. Temple architecture also flourished well during the rule of the ancient Tamil kings.

Hospitality: The hospitality of the ancient Tamils is proverbial. It was in high order and the tradition is continuing even today. Thiruvalluvar wrote much about hospitality in his *Thirukkural*.

Arrupadai speaks at length about the kings and the Feudatories who patronised the poets and the scholars.

Study Thirukkural, Sirupanarrupadai and Perumpanarrupadai and appreciate the hospitality of the people of the Sangam Age.

Chivalry : The Tamil people had observed certain social, religious and moral customs. They possessed the qualities of courage, honour, courtesy and loyalty. The Chera king Neduncheralathan went up to the Himalayas and returned victoriously. He assumed the title of **Himayavaramban**. A Chola king hoisted the **tiger flag** on the Himalayas. The ancient Tamils also had the practice of raising hero stones called *Virakkals* in honour of the heroes who died while fighting for the king. Receiving wounds in the battlefields at the back was considered as a shameful deed.

The *Purananooru* speaks about the chivalry of the ancient Tamils.

Position of Women : The women of the Sangam Age enjoyed respectable position. However, male chauvinism prevailed. Some women were educated. We come across women poets like **Kaakkai Paadiniyar, Pon Mudiyaar** and **Avvaiyaar**. Some of them had knowledge in politics. At times they used to advise the kings. **Chastity** was the most important virtue of Tamil women. They considered Karpu much more important for them than life itself. They were highly devoted towards their husbands. Chaste women were greatly respected in the society.

Silapathikaram speaks about the chastity of **Kannagi**

TRADE AND COMMERCE

The Sangam people had brisk internal trade. The wholesalers, retailers and hawkers had indulged themselves in brisk trade. Barter system prevailed in internal trade. The business people sold their goods by openly announcing the profits that they were aiming at. Honest trade led to increased trade and the increased trade led to the increased prosperity. Integrity in trade was accepted as a general principle.

The people of the Sangam age traded with Rome, Greece, Africa, Sri Lanka and South East Asia. The Romans liked the pearls of the Pandya kingdom. Gemstones, ivory, sandalwood, peacock, cotton and silk textiles and spices were exported to Greece and Rome.

Religion: The ancient Tamils were religious minded. They worshipped **Mother Goddess**. They also worshipped **Siva, Vishnu, Brahma, Indra and Varuna**. Festivals were organised periodically.

Justice: The Sangam monarchs gave importance to justice. Hence their rule was benevolent.

Know about **Pandian Nedunchezhan** and **Manuneethi Cholan** who were the embodiments of justice.

Learning Outcome

1. Pupil will be able to explain the work of Pushyamitra Sunga.
2. Pupil will be able to describe how Kanishka is considered as second Asoka.
3. Pupil will be able to recall the services of Kanishka to Buddhism.
4. Pupil will be able to differentiate between Hinayana and Mahayana Sects.
- 5 Pupil will be able to mention the features of Gandhara art.
6. Pupil will be able to explain about the Satavahanas who ruled Andhra for about 450 years.
7. Pupil will be able to describe the life of people in the Sangam age.

Self - Evaluation

I. Choose the Correct Answer

1. Pushyamitra Sunga performed
 - a) Raja Suya Yaga
 - b) Ashvamedha Yaga
 - c) Vajapeya Yaga
 - d) None of them
2. Agnimitra was the hero of Kalidasa's play
 - a) Sakunthalam
 - b) Malavikagnimitram
 - c) Mega Dhutam
 - d) Raghu vamsam
3. The founder of Kushana dynasty was
 - a) Vima Kadphises
 - b) Kujula Kadphises
 - c) Kanishka
 - d) Ashvagosha
4. Ashvagosha wrote
 - a) Buddha Charita
 - b) Mahavibhasha
 - c) Madhyamika sutram
 - d) A book on medicine

5. Sangams helped for the development of
 - a) Tamil language
 - b) Hindi language
 - c) Urdu language
 - d) Sanskrit language
6. Manimekalai was written by
 - a) Ilango Adigal
 - b) Sattanar
 - c) Thiruvalluvar
 - d) Kabilar
7. The capital of the Cheras was
 - a) Vanchi
 - b) Thondi
 - c) Madurai
 - d) Tanjore
8. Kallanai across the river Cauvery was built by
 - a) Karikala
 - b) Nedunchezhiyan
 - c) Senguttuvan
 - d) None of the above
9. Nedunchezhiyan's rule is described in
 - a) Maduraikanchi
 - b) Silappathikaram
 - c) Pattupattu
 - d) Tirukkural

II. Fill in the Blanks

1. The Sunga dynasty was established by _____
2. The Kushanas belonged to _____ tribe.
3. The greatest ruler of Kushana dynasty was _____
4. Kanishka defeated China and conquered _____ and _____
5. Kanishka convened the _____ in Kundalvana.
6. The great scholars of Mahayana Buddhism were _____ and _____
7. Gandara art is a mixture of _____ sculpture.
8. The capital of Sri Satakarni I was _____
9. The most famous ruler of Satavahana dynasty was _____
10. The greatest Chera ruler was _____
11. The _____ was the capital and _____ was the port of the Cholas.
12. The Chera king who assumed the title Himayavaramban was _____

III. Match the Following

- | | | |
|-------------------|---|-------------------------------|
| 1. Pathanjali | – | Philosopher |
| 2. Peshawar | – | Mahavibhasha |
| 3. Ashvagosha | – | Surgery |
| 4. Vasumitra | – | Founder of Satavahana dynasty |
| 5. Susrutha | – | Ports |
| 6. Simukha | – | Sanskrit grammarian |
| 7. Silappadikaram | – | Capital city |
| 8. Tondi | – | Chola king |
| 9. Karikala | – | Ilango Adigal |
| 10. Auvaiyar | – | Pandian Kingdom |
| 11. Pearls | – | Political adviser |

IV. Answer Briefly

1. How did the Sunga dynasty come to an end?
2. Name the foreigners who settled in India between B.C. 200 to A.D.100.
3. What do you know about Saga Era?
4. What were the conquests of Kanishka?
5. Name the scholars who attended the Fourth Buddhist Council.
6. Where did the Satavahanas rule?
7. What are the sources to know about Satavahana rule?
8. Define Sangam.
9. Name the two Tamil epics.
10. Mention the capitals and port of the ancient Tamil kings.
11. What do you know about the hospitality of the ancient Tamils?
12. Who were the famous women poets of Sangam age?
13. Name the land divisions of ancient Tamil Nadu.

VI. Answer in Detail

1. Why Kanishka is considered as Second Asoka?
2. Compare Hinayana Buddhism with Mahayana Buddhism.
3. What are the special features of Gandhara Art?

UNIT - III

Lesson 7

THE GUPTA EMPIRE

Learning Objectives

1. Pupil knows the sources of the history of the Guptas.
2. Pupil learns about the achievement of the Gupta rulers Samudragupta and Chandragupta II.
3. Pupil acquires knowledge about the social, economic, religious and cultural condition of India under the Guptas.
4. Pupil understands the Gupta administration.
5. Pupil understands why the Gupta period is called as the Golden Age in the history of India.
6. Pupil learns the scientific and technological developments in ancient India under the Guptas.
7. Pupil understands the development of fine arts during the Gupta period.

After the decline of Kushan Empire, there was no powerful Kingdom in North India for about a century. In the beginning of the 4th Century A.D. **Sri Gupta** established a small Kingdom at **Pataliputra**. He is considered as the **founder** of the Gupta dynasty. The Guptas ruled North India for about 200 years. There was political unity, economic prosperity and extraordinary progress in every aspect of life under the Guptas. Hence this period is known as the **Golden Age** in the history of India.

There are many (a) literary and (b) archeological sources available for the history of the Guptas. The main among them are : (1) **the Eighteen Puranas**, (2) Chinese traveller **Fahien's** account,

(3) **Vishakadatta's *Mudra Rakshasa***, (4) **Kalidasa's** literary works, (5) **Bana's *Harsha Charita***, (6) the **Allahabad Pillar Inscription** of **Samudragupta**, (7) **Coins** and (8) **Seals** and **monuments**. After Sri Gupta Chandragupta I was the famous ruler.

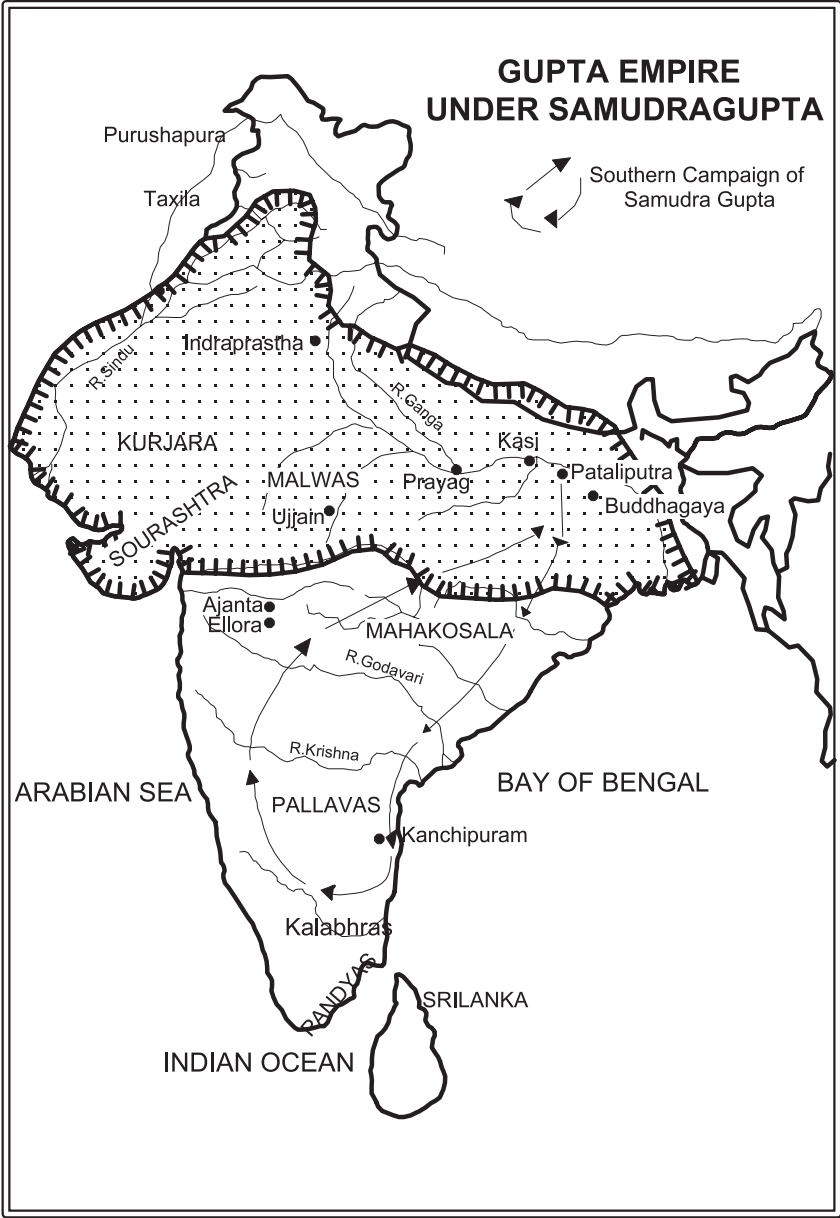
Chandra Gupta I (A.D 320 - A.D. 330) : The first notable ruler of the Gupta dynasty was Chandragupta I. He assumed the title Maharajadhiraja. It denotes of his imperial status. He started a new era, called the Gupta era of A.D 319-20. He married **Kumara Devi**, a **Lichchavi** princess. This marriage alliance strengthened his position. His Empire included **Magadha**, **Allahabad** and **Oudh**.

Lichchavi Princess, Kumara Devi, was the first Indian queen featured on a coin.

Samudragupta (A.D 330 - A.D 380) : Samudragupta succeeded Chandragupta I. He was a worthy son of a worthy father. His Commander in Chief **Harisena** has narrated his achievements in the **Allahabad Pillar** inscription. He annexed many kingdoms along the Ganges River and expanded his empire. He proceeded towards the South after defeating nine rulers in the North (Gangetic Valley). He conquered the **forest kingdoms** called **atavika rajyas** (atavi means dense forest) in the Vindhya region. He defeated twelve rulers in the South. He came as far as **Kanchipuram**, where he defeated the Pallava ruler **Vishnugopa**. **Samudragupta** had set the Pallava king free. Afterwards, he returned to Pataliputra through the Western Coastal route. On completion of his conquests **Digvijaya** and **Dharmavijaya**, he performed a horse sacrifice called **Aswamedhayaga**. Because of his vast conquests, Dr.Smith calls him as **Indian Napoleon**.

The Allahabad Pillar inscription gives a vivid description about Samudragupta's conquests. This inscription is in the form of a long poem. Harisena, the court poet of Samudragupta, composed it. It is interesting to note that on the other side of the same Pillar Asoka's message of peace is also engraved. The message is surviving even today.

Samudragupta was tolerant towards other religions. He showed interest in music and poetry. Some of his coins show him playing the Veena.





Gupta Coins

Chandragupta II (A.D 380 - A.D. 415) : Chandragupta II was the son of Samudragupta. He succeeded his father and ruled from A.D 380 to A.D 415. He strengthened his position by a policy of matrimonial alliances. He married **Kubera Naga**, the princess of Naga Clan. He gave his daughter **Prabhavathi** in marriage to Rudrasena II, the Vakataka King. He defeated the **Sakas**. He annexed Gujarat and Saurashtra from Sakas. It gained him the title **Sakari**. He made **Ujjain** as his second capital. He also assumed the title of **Vikramaditya**. It means **equal to Sun God** in valour and strength. **Kalidasa** and **Amarasimha** were famous scholars in his court. It was during Chandragupta's time that the Chinese Pilgrim **Fa-Hien** visited India (A.D. 399 - A.D 414). He has written a long and detailed account on India of the Gupta period. An Arab merchant **Sulaiman** and a **Venetian traveller, Marco Polo** have recorded that Chandragupta II was an ideal ruler. Chandragupta's son Kumaragupta was a great scholar. He was the founder of the **Nalanda University**.

Successors of Chandragupta II : Chandragupta II was succeeded by his son Kumaragupta. He ruled from A.D 415 to A.D 456. He was followed by **Skandagupta** who ruled from A.D 456 to A.D. 468. Around this time, the Huns, a Central Asian tribe, threatened the Gupta Empire. Though Skandagupta defeated the Huns, the war with them had ruined the Guptan economy. The Gupta ruler also faced domestic problems. After Skandagupta, the empire was split into a number of small kingdoms.

SALIENT FEATURES OF THE GUPTA AGE

Social Condition : People were rich and generous. In certain parts of the country, women of the upper classes took part in administration. Women were given the choice of selecting their

husbands through **Swayamvara**. At the same time they also suffered from certain drawbacks. Their position was only subordinate. They had no equality. Family was the lowest unit of the society. The practice of Sati was rare. Slavery was known, but it was mild.

Economic Condition : There are ample evidences to show that the country was prosperous. People enjoyed a high standard of living. Agriculture and industry made considerable progress. The **Guilds** controlled the industries and Crafts. Trade flourished. Foreign trade was carried on with countries like China, Indonesia and Sri Lanka.

Religious Condition : The Gupta rulers patronised Hinduism. Hinduism re-emerged as the dominant religion of the State. Sanskrit became the Court language. Vishnu and Siva were worshipped as the main deities. Temples were built for Sun God also. Importance was given to Bhakti and love of fellow beings. The ancient Epics and the Puranas were revived and read during this period. Though Hinduism received importance religious tolerance prevailed. But, the spread of Hinduism led to the decline of Buddhism under the Guptas.

Cultural Condition : Education received importance under the Guptas. Scholars and learned men were patronised by the Kings. Universities like **Nalanda, Taxila, Ujjain, Saranath** and **Vikramasila** were famous. Students from foreign countries came and studied in these places. They learnt Indian culture. The Gupta rulers encouraged learning and literature. The **Nine Gems** or the nine learned men adorned Chandragupta II's court. The chief of them was **Kalidasa**. The most important of his classical works are **Kumara Sambhava, Meghadhuta** and **Raghuvamsa**. Among the dramas, mention may be made of **Shakuntalam, Malavikagnimitram** and **Vikrama Oorvasiyam**. It is because of his writings **Kalidasa** is compared to **William Shakespeare** (16th Century English Dramatist) and called as **Indian Shakespeare**. The famous physician **Dhanvanthiri**, the great astronomer **Varahamihira** and the great lexicographer (a person who compiles a dictionary) **Amarasimha** were among the Nine Gems. Shudraka wrote a play called **Mrchhakatika**. **Vishakhadatta** wrote the play **Mudrarakshasa**. **Vishnu Sharma** wrote **Panchatantra Stories**. The Eighteen Puranas were also written during the Gupta period.

<p>The Panchatantra stories are even now read. They teach us what to do and what not to do in life.</p>

Science and Technology : **Aryabhatta** was the famous astronomer and mathematician. He proved that the Earth is round and it goes around the Sun. He also explained the causes for the Solar and the lunar eclipses. He wrote a book called **Aryabhatiyam**. In this book, he describes the principles of decimal system, place value, the use of zero, square and cube roots and the value of π is equal to 3.1416... **Varahamihira**, a master of astronomy and astrology, authored the book **Jyotishasastra**. His another book **Brihatsamhita** deals with astronomy, astrology, geography and architecture. Another scholar **Brahmagupta** explained the theory of **gravitation** even before Newton and composed **Brahma Siddhanta**. The technology of metallurgy was well developed under the Guptas. The iron pillar found near **Mehrauli** in Delhi is a good example. Though it has been exposed to the inclement weather from the 4th century A.D. it has not gathered rust so far. The huge Copper statue of Buddha from Sultanganj (now kept in British Museum) is another proof of the metallurgical skill of the Gupta period.

Contribution towards Medicine : In the field of medicine **Nagarjuna** discovered many new medicines. Inoculation for small pox was known. **Dhanvantri** was the most famous Ayur Veda physician. **Charaka** and **Susruta** works were popular. **Vagabhatta** wrote some books on medicine.

Art and Architecture : The Guptas were great patrons of art and architecture, sculpture and painting. The stone temple for **Vishnu** at **Deogarh** in Jhansi and the brick temple at **Bithargaon** in Kanpur and the **Bhitari** temple at **Ghazipur** are very famous. Beautiful images of Buddha were made at **Saranath** and **Mathura**. The world famous wall paintings of **Ajanta** and **Ellora** belong to the Gupta period. Music also developed considerably during the Gupta period.

Administration : The Gupta kings had limitless powers. There was political unity in India under the Guptas. There was an efficient administration. The vast empire was divided into provinces which were under the control of the governors. The members of the royal family were appointed as governors. **The ministers, generals and other officials followed Rajya Dharma**. The provinces were divided into *Vishayas* or districts. The village was the lowest unit of administration. A local chief administered it.

The Guptan monarchs maintained a standing army. The use of cavalry and horse archery became important in the army. Special attention was paid to the safety of the border areas. Land tax and Excise duties were collected. The judicial system was developed and several law books were written. For the first time civil and criminal Laws were differentiated.

Try to understand the difference between civil and criminal Laws.

Fa-hien's Account : During the reign of Chandragupta II, Fa-hien, the Chinese traveller visited his court. He came to India to see the important Buddhist Centres. He stayed a few years in Chandragupta's Court. His accounts contain information about the victories and other achievements of Chandragupta. According to him, kings were tolerant, people were prosperous and of charitable disposition. People dared not to kill living things. Punishments were mild. India had traded with China, Ceylon, East Indian Islands and many countries of Europe.

The Golden Age of the Guptas : The Gupta period is considered as the **Golden Age** in the history of India because this period witnessed all round developments in Religion, Literature, Science, Art and Architecture. There was economic prosperity all over the country. People lived in peace. Apart from these there was Cultural Renaissance. Therefore the Guptan period is considered as the **Golden Age** in the history of India.

Decline of the Guptas : Chandragupta II was succeeded by his son Kumaragupta. His reign was marked by peace and prosperity. After his death, his son Skandagupta ascended the throne. During his time, the Huns frequently attacked the Gupta Empire. **Toramana** and **Mihirakula**, the two powerful kings had weakened the Gupta Empire. The Huns were generally fierce people who came from Central Asia. The mighty vassals were constantly giving troubles to the Guptan monarchs. The dispute, which occurred at the time of succession, was also another cause for the downfall of the Guptas. After the death of Skandagupta, the empire began to decline and collapsed completely.

Learning Outcome

1. Pupil will be able to list out the main sources for the history of the Guptas.
2. Pupil able to point out the achievements of Samudragupta and Chandragupta II.
3. Pupil will be able to describe the salient features of the Gupta Age.
4. Pupil will be able to explain the Cultural development under the Guptas.
5. Pupil will be able to outline the Gupta administration
6. Pupil will be able to explain why the Gupta period is considered as the Golden Age.

SELF-EVALUATION

I. Choose the Correct Answer

1. The founder of Gupta dynasty was
 - a) Chandragupta I
 - b) Chandragupta II
 - c) Srigupta
 - d) Kumaragupta
2. The second capital of Chandragupta II was
 - a) Pataliputra
 - b) Ujjain
 - c) Delhi
 - d) Kasi
3. Chandragupta II was succeeded by
 - a) Kumaragupta
 - b) Skandagupta
 - c) Chandragupta I
 - d) Huns
4. The court language of the Guptas was
 - a) Sanskrit
 - b) Pali
 - c) Prakrit
 - d) Tamil
5. Panchatantra stories were written by
 - a) Vishakhadatta
 - b) Vishnu Sharma
 - c) Varahamitra
 - d) Kalidasa
6. The world famous wall paintings of the Guptas are found at
 - a) Gaya
 - b) Mathura
 - c) Ajanta
 - d) Saranath

7. It was he who proved that the earth is round was
 - a) Varahamihira
 - b) Aryabhatta
 - c) Brahmagupta
 - d) Vagabhata
8. The most famous physician of Ayurveda was
 - a) Charaka
 - b) Sushruta
 - c) Dhanvantri
 - d) Nagarjuna.

II. Fill in the Blanks

1. Chandragupta I married Lichchavi Princess _____
2. Samudragupta captured the Pallava ruler _____
3. Vikramaditya means _____
4. _____ defeated the Sakas and gained title Sakari.
5. The most famous scholars of Chandragupta's court were _____ and _____
6. The Chinese traveller who visited the Gupta court was _____
7. The Arab merchant who has recorded that Chandragupta II was an ideal ruler was _____
8. The _____ controlled the industries and the crafts.
9. The nine learned men adorned Chandragupta's court were known as _____
10. The most famous physician of Gupta period was _____
11. The _____ temple at Ghazipur is famous for its architecture.
12. _____ explained even before Newton's theory of gravitation and composed _____.
13. The best proofs for Gupta's metallurgical skill are _____ and _____
14. The famous physicians of Gupta period were _____ and _____
15. For the first time _____ and _____ laws were differentiated in India.

III. Match the Following

- | | | |
|---------------------|---|--------------------|
| 1. Mudra Rakshasa | – | Varahamihira |
| 2. Forest kingdom | – | Amarasimha |
| 3. Allahabad pillar | – | Shudraka |
| 4. Prabhavathi | – | Deogarh |
| 5. Marco Polo | – | Venetian traveller |
| 6. Astronomer | – | Rudrasena II |
| 7. Lexicographer | – | Harisena |
| 8. Mrichha Katika | – | atavika rajya |
| 9. Temple of Vishnu | – | Visakadatta |
| 10. Mehrauli | – | Chinese traveller |
| 11. Dhanvantri | – | Iron pillar |
| 12. Fa-hien | – | Ayurveda |
| 13. Ujjain | – | Hun leader |
| 14. Toramana | – | University. |

IV. Answer Briefly

1. What are the sources for the study of the Guptas?
2. Who is called as Indian Napoleon? Why?
3. How did Chandragupta II strengthen his position?
4. What do you know about the economic condition of India under the Guptas?
5. Mention a few literary works of Kalidasa.
6. What do you know about the book Brihatsamhita?
7. Give a short note on Guptan contribution in the field of medicine.
8. Give a pen picture of Fa-hien's visit to India.
9. Briefly explain the administrative system of the Guptas.
10. What are the reasons for the fall of the Guptan Empire?

V. Answer in Detail

1. Bring out the progress of science and technology during the Guptan period.
2. Why the Guptan period is considered as the Golden Age?

Map Work : Mark the extent of the Gupta Empire and the places where the ancient Universities were located.

Lesson 8

EMPIRE OF HARSHA - THE CHALUKYAS, PALLAVAS, RASHTRAKUTAS AND CHOLAS

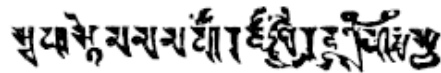
Learning Objectives

1. Pupil acquires knowledge about Harsha.
2. Pupil understands the contribution of Harsha to Buddhism.
3. Pupil recognises the contribution of Chalukyas, Pallavas, Rashtrakutas and Cholas to art and architecture.
4. Pupil knows the kingdoms of India after Harsha.

After the decline of the Gupta Empire, there appeared a number of small independent kingdoms in North India. One of them was at **Thaneswar**. It was ruled by the **Vardhana dynasty**. **Prabhakara Vardhana** was the **founder** of the Vardhana dynasty. He had two sons, **Rajya Vardhana and Harsha Vardhana** and a daughter **Rajyasree**. Prabhakara Vardhana was a mighty warrior. After his death, his son Rajya Vardhana succeeded him. But, soon his enemies murdered him. So Harsha became the ruler of Thaneswar in A.D. 606. He ruled upto A.D 647.

EMPIRE OF HARSHA

Harsha's Conquests : **Harsha** defeated the rulers of **Malwa** and **Kanauj**. He then extended his kingdom from the Bay of Bengal to the Arabian Sea and from the Himalayas in the North to the Narmadha in the South. He also tried to bring South India under his rule. But Pulakesin II, the Chalukya king, defeated him.



Harsha's Seal

Administration : Harsha shifted his capital from **Thaneswar** to **Kanauj**. He was not only a successful warrior, but also a capable administrator. He looked after the welfare of his people. He closely watched the activities of his officials and ministers. He frequently visited the different parts of his kingdom in disguise to get first hand information from his subjects. The farmers paid one sixth of their produce as taxes to the Government. There was no forced labour. Punishments were light and there was no death penalty. Hospitals were well maintained. Excellent roads were provided with rest houses. The needy travellers were given food and medical care. Harsha was also generous. He gave all his personal wealth and belongings in charity during the **Prayag Assembly** which was held once in five years.

Try to know more about Prayag Assembly and Mahamela

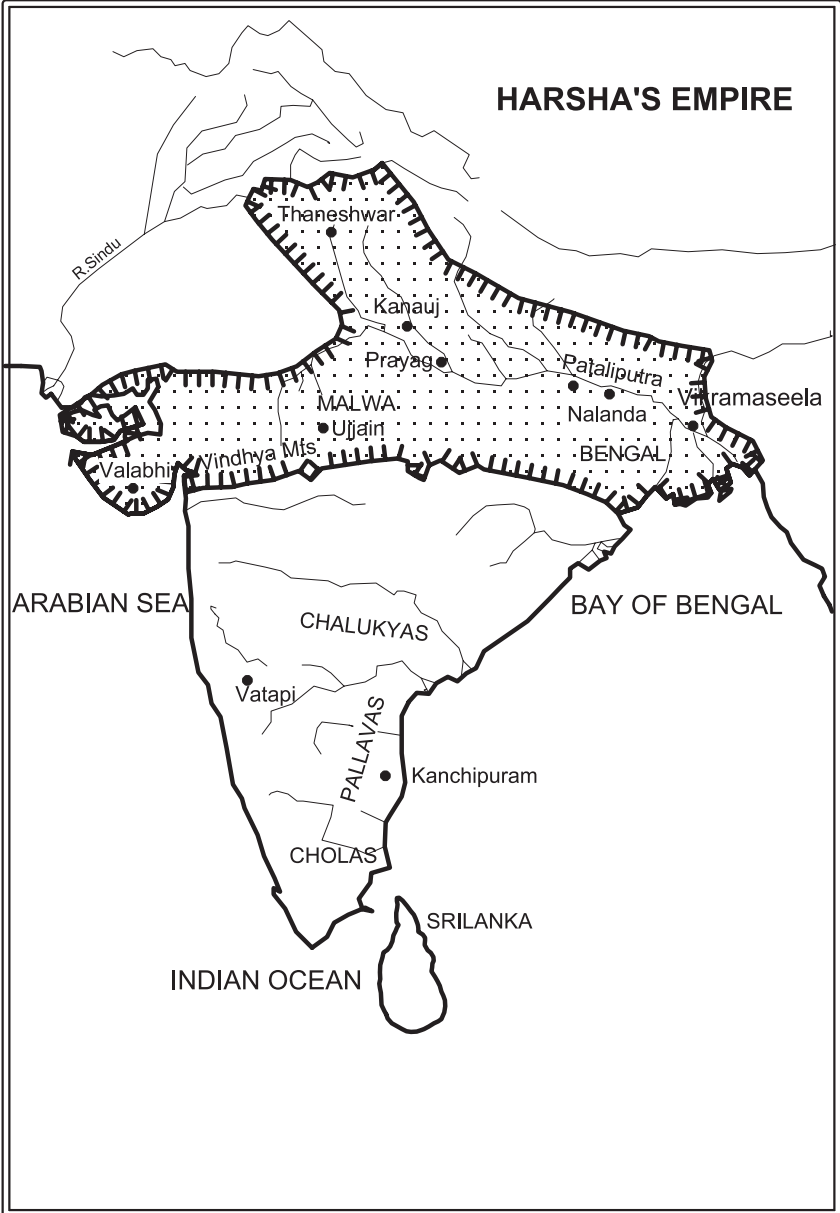
During Harsha's reign, **Hiuen Tsang**, the Chinese pilgrim, visited India. He stayed for about fourteen years in India. He travelled almost all parts of North India. He also visited Kanchipuram in the South. He visited the courts of Harsha, the Chalukya rulers and the Pallava kings. He was called as the '**Prince of Pilgrims**'. Hiuen Tsang wrote a book called **Siyuki** which means **My Experiences**. It is also known as Records of the Western World. It is the main source of information about Harsha's conquests, religion, administration and the conditions of the people. Harsha's seal is also another important source to know the reign of Harsha.

Collect more information about Hiuen Tsang from your Library

Harsha's Contribution to Buddhism : Initially Harsha was the follower of **Hindu** religion. Later he became a Buddhist and followed Mahayana Buddhism. Yet he had continued to worship Lord Siva and Sun God. In A.D 644, he called for a Buddhist Council at Kanauj in honour of Hiuen Tsang's visit to India. It lasted for 23 days.

Know more about Mahayana Buddhism

Nalanda University: Kumara Gupta, the Gupta king, founded Nalanda University in the 5th century A.D. It became the principal seat of learning during Harsha's time. Students from many countries gathered here. The university had more than 1500 teachers and 10,000 students. Hiuen Tsang was a student of this university for





**Nalanda
Buddha**

some time. As a result, this university assumed international character. A number of subjects like Vedas, Philosophy, Grammar, Logic, Law, Science, Medicine and Fine Arts were taught in this university. **Darmapala** served as Vice-Chancellor of this university during Harsha's time. He belonged to **Kanchipuram** in Tamilnadu. A colossal copper statue of Buddha, 80 feet height was erected at Nalanda.

Collect more information about Nalanda University

Harsha, a Great Scholar : Harsha was a lover of literature. He himself was a great scholar. He wrote three dramas. They are **Ratnavali**, **Nagananda** and **Priyadarshika**. He had many scholars in his court. **Bana** was the chief among them. He wrote **Harsha Charita** and **Kadambari**. **Haridatta** and **Jayasena** were also patronised by Harsha.

Harsha died in A.D.647. After his death the kingdom was split into many small states. With that the rule of Vardhana dynasty in North India came to an end. Harsha ranks as one of the great rulers of India.

THE CHALUKYAS

The Chalukyas : In the Deccan the **Chalukyas** and the **Rashtrakutas** were the prominent rulers during Harsha's time. The Pallavas ruled over Tondaimandalam in Tamilnadu.

The Chalukyas ruled from **Vatapi**. Among the Chalukyas, Pulakesin I and **Pulakesin II** were the famous rulers. **Pulakesin II** was the contemporary of Harsha Vardhana. There was a battle between Harsha and Pulakesin II on the banks of the river **Narmadha**. Pulakesin II defeated Harsha. Then Pulakesin II turned his attention towards the South. He came into conflict with the Pallava king **Mahendrarvarman I** and defeated him. The Chalukya Empire was extended unto the gates of the Pallava kingdom. The defeat of Mahendra Varman I was avenged by his son **Narasimmavarman I** in A.D. 642. After defeating the Chalukyas Narasimmavarman destroyed Vatapi. It was a great blow for the Chalukyas. The Chalukya dynasty came to an end when they were overthrown by the **Rashtrakutas** in A.D. 753.

Hiuen Tsang also visited the country of Pulakesin II. He has left us a pen picture about the reign of Pulakesin II. According to him, Pulakesin II was a patron of art and literature. His people and the nobles were the loyal and devoted subjects. By religion he was a Hindu but was tolerant towards Buddhism and Jainism. There were more than hundred Buddhist monasteries in his kingdom. In these monasteries 5,000 monks were living.



Virupaksha Temple, Pattadakal

The Chalukya kings were patrons of art. They had built many grand temples at **Aihole** and **Vatapi** now called as **Badami**. One of the most famous temples is **Virupaksha temple**. It is adorned with sculptures which represent scenes from Ramayana. The Chalukya kings also built cave temples at Vatapi. Some paintings at **Ellora** and the exquisite rock temples at Vatapi also belong to this period. A painting in Ajanta cave shows Pulakesin II receiving the Ambassador of Iran.

Collect pictures of Ajanta and Ellora

RASHTRAKUTAS A.D 753 - A.D. 975

The term **Rastrakutas** means designated officers in charge of territorial division. **Dantidurga** was the **founder** of the **Rashtrakuta**

dynasty. He was succeeded by Krishna I. He was not only a great conqueror, but also a great builder. He had built many temples. Govinda III was the most renowned ruler among the Rashtrakutas.

Art and Architecture : The Rashtrakutas made a splendid contribution to art and architecture. The rock cut shrines at **Ellora** and **Elephanta** are unique in their own way. The sculptured panels of **Dasavatara, Bhairava, Ravana** shaking the mount **Kailash, dancing Siva, Vishnu** and **Lakshmi** listening to music are superb. The **Siva** temple at Ellora was built by **Krishna I**. This temple is made up of solid rocks. It is considered to be an architectural marvel.

Find out where Ajanta, Ellora and Elephanta caves are located

THE PALLAVAS

There is a controversy over the origin of the Pallavas. Some view that the **Pallavas** were of **Persian origin**. Some consider that they were the **feudatories of the Satavahanas**. There are others who view that they were the **natives of Tondaimandalam**.



Shore Temple
Mahabalipuram

There were two branches of Pallavas, namely the early and later Pallavas. **Simhavisnu** was the **founder** of the **later Pallava dynasty**. He ascended the throne by about A.D 575. **Narasimharvarman I, Raja Simha** and **Nandivarman II** were the famous Pallava kings.

Art and Architecture under the Pallavas : Mahendravarman I was a great builder. He excavated many rock cut temples at Tiruchirapalli, Chengalpet, North and South Arcot districts. He dug a number of lakes which include Mamandur and Mahendravadi lakes. He also wrote a Sanskrit drama called **Mattavilasa-prahasana**. He was also a composer of music.

Make a visit to Mamallapuram and Kanchi on an Educational Tour

Narasimhavarman I : Narasimhavarman I was responsible for rock cut temples and cut out shrines. (Vimanas and Rathas). At Mamallapuram, the Varaha, Trimurti and Mahishasuramardhini mandapams and the Panchapandava Rathas are the best examples. The depiction of Arjuna's Penance or the Descent of the Ganges is a remarkable artifact at Mamallapuram. During **Rajasimha's** period, the famous **Kailasanathar Temple** at Kanchipuram was built. Nandivarman II built the famous Vaikundaperumal temple at Kanchipuram. These temples were the cultural centres for towns and villages. The kings and the public had their assemblies in these temples. Fine arts like music and dance performances were held in these temples. These temples were also centres of learning.

In the field of literature the **Nayanmars** and the **Alwars** made a great contribution. The **Nayanmars** wrote **Tevaram** and **Tiruvasagam** and the **Alwars** wrote the **Nalayira Divya Prabandham**.

Read **Sivakamiyin Sabatham**, a famous Historical novel, written by Kalki, during your holidays. This novel contains references to the Pallavas and the Chalukyas

IMPERIAL CHOLAS

Of all the kingdoms of the South in the 10th century A.D. **the Imperial Cholas** occupy a prominent place. **Vijayalaya** was the first king of the Imperial Cholas. They had their capital at **Tanjore**. The most powerful Chola kings were Raja Raja I and his son Rajendra I. Raja Raja ruled from A.D. 985 to A.D 1012. He had conquered the neighbouring Pandya kingdoms and extended his conquest upto to the Northern part of Ceylon.

Rajendra I : **Rajendra I** ruled from A.D. 1012 A.D. 1044. He had conquered the whole of Ceylon. Then he had sent an expedition to Eastern India. He crossed Orissa and the Godavari river. He had also crossed the Ganges and defeated Mahipala I who ruled Bengal. Therefore he was known as **Gangai Konda Cholan**. He is also referred to as **Kadaram Kondan**. It means that he invaded some of the South East Asian countries which include **Sumatra** and **Malaya**. The rise of the Pandyan imperialism in the 13th century A.D. ruined the Chola Empire.

Know how Bay of Bengal had become a lake of the Cholas

The Chola Administration : The Chola administration served as a model for all the other kingdoms of the South. The king had a council of ministers. The kingdom was divided into a number of provinces known as **mandalams**. The **mandalams** in turn were divided into **valanadu** and **nadus**. The next administrative subdivisions were **kurrams** and **kottams**.

The special feature of the Chola administration was the **Local Self Government** or the autonomous administration. The villagers themselves carried out village administration. It was more or less like the modern **Panchayat Raj**. Each village had a village assembly known as the **ur** or the **sabha**. The members of the sabha were elected by lot, **known as kudavolai system**. There was a committee to look after the specified departments, such as justice, law and order, irrigation etc., which were called as **variyams**.



Tanjore Big Temple (Brahadeeswarar)

Art and Architecture :

The kings as well as the rich were the patrons of art and architecture. They gave huge donations of money and land for the building and maintenance of the temples. The Chola kings built magnificent temples. Raja Raja Chola built the famous **Brahadeeswara temple** at **Tanjore**. It is also known as the **Big temple**. This temple is built with Sikara style. It consists of 14 successive storeys rising to

a height of 190 feet. A massive dome consisting of a single stone block, weighing about 80 tons, crowns it. Its construction began some time about A.D. 1003 and was completed in A.D 1010.

Find how the massive stone in this temple at the dome was carried to the top

Rajendra Chola founded a new capital at **Gangaikonda Cholapuram** in A.D 1025. He also built a temple at this place. The

bronze images of the Chola period are very famous. The Nataraja idol in the Nageswara temple at Kumbakonam is one of the largest and finest images known. The bronze image of Arthanareeswara is also another important specimen.



Gangaikonda Cholapuram

Paintings : The best paintings of the Chola period are found in the interior walls of the Sactum Sanctorum of the Tanjore temple.

Education and Literature : There was educational development during the Chola period. Mostly religious literature was learnt. *Periyapuranam* or *Thiruthondapuranam* of **Sekkizhar** belongs to this period. It is known as 12th Thirumurai. Nandi wrote *Thiruvilaiyadal Puranam*. *Seevagasindamani* written by Thiruthakkadevar also belonged to the Chola period. **Kambar** wrote the great *Kamba Ramayanam*. *Kalingattupparani* was written by **Jayangondar**.

Thus the Chola period witnessed developments in local self-government, art, religion and literature.

Learning Outcome

1. Pupil will be able to describe the achievements of Harsha, his administration and Hiuen Tsang's visit to India.
2. Able to recall the contributions of Harsha to Buddhism, Nalanda University and Prayag Assembly.
3. Able to recall the places associated with the architecture of the Rashtrakutas.
4. Able to explain the Pallava art and architecture.
5. Able to narrate the contribution of the Cholas to the society.

SELF - EVALUATION

I. Choose the Correct Answer

1. The capital of Harsha was
 - a) Kanauj
 - b) Pataliputra
 - c) Kanchi
 - d) Malwa
2. Harsha patronised
 - a) Kalidasa
 - b) Kambar
 - c) Jayasena
 - d) Thiruvalluvar
3. Mahendravarman I was defeated by
 - a) Pulakesin I
 - b) Pulakesin II
 - c) Harsha
 - d) Kumara Gupta.
4. Chalukyas built great temples at
 - a) Aihole
 - b) Tanjore
 - c) Kanchi
 - d) Kanauj
5. Narasimhavarman I sent a naval expedition to
 - a) Ceylon
 - b) Bengal
 - c) Kadaram
 - d) Andaman Islands
6. Chola period is famous for
 - a) Bronze idols
 - b) Silver idols
 - c) Gold idols
 - d) Iron idols
7. Kamba Ramayanam was written by
 - a) Jayangondar
 - b) Kambar
 - c) Sekkizhar
 - d) Thiruthakkadevar

II. Fill in the Blanks

1. _____ was the court poet of Harsha.
2. Harsha's capital was_____
3. Hiuen Tsang was a _____ pilgrim. He was called _____
4. The books written by Harsha are_____, _____ and _____
5. During Harsha's reign_____was the head of Nalanda University.

6. Bana's works are _____ and _____
7. The Chalukyas had their capital at _____
8. The big lakes near _____ was dug by Mahendravarman I are _____.
9. _____ was the capital of the Pallavas.
10. Kailasanathar temple was built by _____
11. Kalingathup Parani was written by _____

III. Match the Following

- | | | |
|------------------------------|---|-----------------------------|
| 1. Nalanda | – | Prince of pilgrims |
| 2. Hiuen Tsang | – | Harsha Charita |
| 3. Bana | – | Prayag Assembly |
| 4. Harsha | – | Centre of learning |
| 5. Mattavilasa Prahasana | – | Alwars |
| 6. Vatapi | – | 12 th Thirumurai |
| 7. Nalayira Divya Prabandham | – | Chalukya Capital |
| 8. Krishna I | – | Mahendravarman I |
| 9. Mahipala | – | King of Bengal |
| 10. Periyapuranam | – | Records of Western World |
| 11. Siyuki | – | Ellora |

IV. Answer Briefly

1. Who was Prabhakara Vardhana? Name his children.
2. How did Harsha Vardhana become king?
3. Mention the boundaries of Harsha's empire.
4. Who defeated Harsha?
5. Write a few sentences about the contribution of Harsha to Buddhism.
6. Write a short note on Prayag Assembly.

7. Mention the places of Chalukya architecture.
8. Where do you find the rock cut temples of Mahendravarman?
9. Who was Hiuen Tsang? What do you know about him?
10. Write a note on Nalanda University
11. Mention the contribution of Rashtrakutas to art and architecture.

V. Answer in Detail

1. Describe the administration of Harsha.
2. Explain the Pallava art and architecture.
3. Bring out the special features of the Chola administration.
4. Discuss the educational and literary progress made under the Cholas.

Map Work

Indicate the extent of Harsha's empire and mark the places ruled by the Chalukyas, the Rastrakutas, the Pallavas and the Cholas.

UNIT - IV

Lesson 9

**RAJPUT KINGDOMS IN NORTH INDIA -
ARAB AND TURKISH INVASIONS**

Learning Objectives

1. Pupil knows about the North Indian Kingdoms such as the Pratiharas, the Chauhans, the Paramaras, the Chandelas and the Palas of Bengal.
2. Pupil understands the political condition of India during the Arab Invasions.
3. Pupil acquires knowledge about the Muslim invasions.
4. Pupil understands the circumstances leading to the invasions of Mahmud of Gahzni and Muhammad of Ghor.

RAJPUT KINGDOMS IN NORTH INDIA

Harsha's Empire survived only for a short period. There was no centralised authority after Harsha's rule. The country once again broke into big and small kingdoms. These kingdoms had their independent rulers. They waged wars with each other. Therefore, political unity was completely lost. The Rajputs ruled most of the Kingdoms that appeared in North India, after the death of Harsha. There were about 36 Rajput Clans. But only a few of them have left indelible historical marks.

Origin of Rajputs: According to Rajput traditions, they were the descendants of the ancient **Kshatriya** ruling class. Some claim that they were the descendants of **Surya Vamsa or Solar** race of Rama. Some consider that they belonged to **Chandra Vamsa** or the **Lunar** race of **Lord Krishna**. Some called themselves as **Agnikula Rajputs**.

The Rajputs continuously fought among themselves and failed to establish a unified state. Let us learn about a few Rajput clans.

The Pratiharas: Nagabhata I founded this dynasty. **Kanauj** was their capital. When the Arabs invaded the western part of India, they were defeated by Nagabhata I.

The most famous king of the Pratiharas was king **Mihira Bhoja**. He ruled from A.D 836 to A.D. 885. His empire included parts of the Punjab, Rajasthan, Gwalior, Malwa, Gujarat and Kathiawar. He also prevented the Arab invasions on the North West of India. His son **Mahendrapal** was also equally great and powerful. Under his rule, the Pratihara empire reached its zenith. His court poet and dramatist **Rajashékara** wrote **Bala Ramayana, Bala Bharatha** and a few more works in Sanskrit. Thus the Pratiharas promoted learning and literature. They had also built many beautiful temples.

The Chauhans : Another branch of the Rajputs was the **Chauhans of Ajmer**. This kingdom was founded at the end of the 8th century A.D. The famous king of this dynasty was **Visaldeva**. He captured Delhi from the **Tomaras**. The last and the most powerful king of this dynasty was **Prithviraj Chauhan**. He defeated Muhammad of Ghor in the **First Battle of Tarain** in A.D 1191. But in the next year Prithviraj was defeated and killed by Muhammed of Ghor in the Second **Battle of Tarain**. His defeat was a great blow to the Rajputs.

Read the story of Rani Samyuktha and Prithviraj

The Chandelas : The **Chandelas** had ruled the region called **Bundelkhand**. Bundelkhand was situated between the Yamuna and the Narmada rivers. The important rulers of this dynasty were **Dhanga** and **Kirtivarman**. The Chandela rulers were great builders. **Kirtivarman** was responsible for digging a big lake near **Mahoba**. The famous **Vishnu Temple** was built by **Yashovarman** at **Khajuraho** in A.D 955. He made **Mahoba** his capital. Two other temples of this period are the **Parswanath** temple and the **Kandariya Mahadeva** temple at **Khajuraho**. They continued to be great attractions for the devotees and visitors even today. The last ruler of this dynasty was defeated by **Qutb-ud-din Aibak**. And thus came the end of the Chandela rule in Bundelkhand.

Paramaras : **Upendra** was the **founder** of this dynasty. The next ruler was **Munjaraja**. He was not only a great patron of poets, but

also himself a famous writer. The most important king of this dynasty was **Bhoja** (A.D. 1010- A.D. 1055). He dug a very big lake (more than 250 square miles). It is situated to the South East of Bhopal. He started a **Sanskrit College** at **Dhara**.

The Palas of Bengal : Gopala (C.A.D. 765-C.A.D.769) was the first ruler of the Pala Dynasty of Bengal. He annexed Magadha and brought peace to his country. He was succeeded by **Dharmapala** (C.A.D.769-C.A.D.815). He ruled Bengal for nearly four decades. He was a follower of Buddhism. He founded the **University of Vikramasila**. His son **Devapala** was a worthy son of a worthy father. He had many victories to his credit. He was also an efficient ruler. But his successors were not very strong. After a passage of a decade King Mahipala once again regained the glory of the Palas. However, Mahipala had to face a defeat at the hands of Rajendra Chola who marched as far as the Ganges. The Palas were great patrons of art, painting, and sculpture. Casting in bronze and the metals made great progress. The Statue of Surya is a remarkable and outstanding masterpiece.

Administration of the Rajputs : The Rajput political system was mainly based on feudalism. Specific territories were given to various chiefs. Each chief or feudal lord collected taxes from the farmers and other people. The chiefs had to pay a part of the revenue to the king. They were to maintain a small army with the balance revenue. They were to send the army to the King during the times of War.

In course of time, the feudal chiefs became very powerful and rich. As a result, the feudal system did not allow the growth of a strong central Government. Whenever a weak king occupied the throne, some of the chiefs boldly declared their independence.

Position of Women : Women were considered inferior to men. Child marriage, female infanticide and polygamy were common. *Sati* was practised. If a ruler was defeated and killed, his Queen committed **Jauhar**.

Understand the terms Sati and Polygamy
--

Economy : Agriculture was the chief occupation of the people. Various arts and crafts flourished. India traded with the Mediterranean world and the countries of West Asia.

Art and Architecture : The Rajputs built many forts, palaces and temples. The Rajput forts at **Jaisalmer** and **Chittor** in Rajasthan are well known. Some of the best Rajput palaces are located at **Udaipur** and **Jaipur**. The **Chandelas** built many magnificent temples at **Khajuraho**. The **Jagannath temple** at Puri, the **Lingaraja** temple at **Bhuvanewar** and the **Sun temple** at **Konark** were built in other parts of India during the Rajput period. The **Dilwara Jain** temple at **Mount Abu** is known for its excellent carvings. The Rajputs used to build **Vijaya stamba** or **victory towers** to celebrate their victory in a war. One such example is **Chittorgarh Vijaya stamba**.



Marble Statues, Khajuraho



Dilwara Jain Temple

Literature : Rajput rulers patronised the development of literature. Some of the Kings were themselves poets. **Gita Govindam** of **Jayadeva**, **Bakti Kavya** of **Bhartruhari**, **Uttara Rama Charitam** of **Bhavabhuti**, **Prabodha Chandrodaya** of **Krishna Mishra** and **Bilhana's Vikramanga Charita** belonged to the Rajput period. **Prithviraj Raso** in **Rajasthani** language was written by **Chand Bardai**. Ujjain was a renowned centre of learning. One unfortunate feature of the period was the lack of interest in science and technical education.

Arab and Turkish Invasions

For a long time, there had been trade contacts between India and the Arab World. In the beginning of the 8th century A.D. some

problems arose between the Indian and Arab merchants. At that time, Muhammad-bin-Quasim, an Arab General, attacked Sind and occupied it. Since there was no unity among the Hindu rulers in Sind area, the Arab occupation in this part lasted for a century. As a result, Islam found its way into India through Sind.

The Turkish invasions of India took place three centuries after the Arab occupation of Sind. **Alaptigin** of Turkish origin set up an independent Kingdom at **Ghazni** in the 10th century A.D. His son-in-law, **Sabuktigin**, succeeded him in A.D. 977. He was a brave warrior. He conquered many places. After a reign of 20 years Sabuktigin died. His son **Mahmud** succeeded him.

Mahmud of Ghazni (A.D. 997-1030) : In A.D. 997 Mahmud occupied the throne of Ghazni. He was a brilliant general and a mighty conqueror. Besides, he had a great love for his religion. He wanted to make Ghazni a powerful Kingdom. Mahmud decided to pursue a policy of aggressive warfare against the Hindu rulers of India. He invaded India 17 times. His aim was to plunder the enormous wealth of India. This was the reason why some of his attacks were made on the temples which were the repositories of rich treasure. It was not his aim to conquer and occupy India.

Attack on Somnath Temple : In A.D. 1025 Mahmud of Ghazni attacked the most celebrated Hindu temple at **Somnath** in **Kathiawar**. This temple was famous for its fabulous wealth. Mahmud entered the temple and destroyed the idol of Lord Somnath. Laden with rich booty Mahmud returned to Ghazni. By using the booty he beautified the city of Ghazni. The famous writers like **Firdausi** and **Alberuni** lived in his court. **Firdausi** wrote **Shah Nama**, the famous Persian epic. It is the biography of Mahmud. **Alberuni** left some interesting accounts of India and her people.

Collect more details about the Somnath temple and its attack
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Muhammad of Ghor (A.D. 1173 - A.D. 1206) : For over a century and a half, i.e., from A.D. 1030 to A.D. 1190 India was free from outside attack. The successors of Mahmud of Ghazni were weak. So they could not hold their kingdom. A small state in **Afghanistan**, **Ghor**, became powerful under the princes of Ghor who were subordinates to Ghazni. They captured Ghazni in A.D. 1173. **Shahab-ud-din Muhammad**, better known as Muhammad of Ghor became the

Governor of Ghor. He strengthened his position in Ghazni and then marched towards India. He conquered Multan in A.D. 1175 and then Sind and the Punjab. His object was to establish Muslim power in India. He was successful in his attempt. It was this Muhammad of Ghor who was responsible for founding the Muslim power in India.

Muhammad of Ghor's Campaigns : Muhammad of Ghor's campaigns against India were well planned and skillfully organised. He first defeated the Muslim rulers of Sind and the Punjab. When he attacked Gujarat, the Gujarat ruler defeated him.

The First Battle of Tarain : In A.D. 1191 Muhammad of Ghor advanced towards Delhi. Many brave Rajputs of Northern India, under the leadership of **Prithviraj Chauhan** of Delhi, opposed him at the battlefield of **Tarain** near Thanesar. The ruler of Kanauj, Jayachandra, kept aloof on this occasion. It was due to Prithviraj's marriage with Samyukta, daughter of Jayachandra. This marriage took place against the wishes of Jayachandra. In this battle the army of Muhammad of Ghor was utterly defeated. Muhammad was severely wounded in his arm. However, a young Khilji soldier saved him. Prithviraj had stopped with his victory and he did not make any attempt to capture the Punjab.

The Second Battle of Tarain : Muhammad of Ghor was not a man to be frightened by defeats. In A.D. 1192 he again led a big force against Prithviraj. Prithviraj appealed to all the rulers and chiefs of Northern India. Only a few sent their army to help Prithviraj. Muhammad of Ghor, with burning desire for revenge, attacked Prithviraj at Tarain. There was a furious battle in which the Rajputs were defeated. Prithviraj was captured and put to death. The Second Battle of Tarain was a turning point in the history of India. It led to the foundation of the Turkish rule in North India.

Other Conquests : Muhammad of Ghor returned home and left behind his general **Qutb-ud-din Aibak** as his viceroy. Aibak had completed the task of his master. He conquered Meerut, Ajmer and Delhi. He made Delhi his capital. In A.D. 1194 Muhammad of Ghor came to India. He defeated Jayachandra, the king of Kanauj, near Agra and killed him. As a result of this victory, the entire region from Benares to Meerut fell into the hands of the Turkish invaders. **Muhammad-bin-Bakhtiyar Khilji**, a general of Aibak, conquered Bihar, Bengal and destroyed the famous Nalanda University in A.D. 1197. As a result many Buddhist monks fled to Tibet and Nepal.

This was one of the main causes for the growth of Buddhism in Nepal and Tibet.

After the death of Muhammad of Ghor in A.D. 1206 **Qutb-ud-din Aibak** became the **Sultan of Delhi**. He was the founder of the Slave dynasty in India.

Effects of Arab and Turkish Invasions : The Arab scholars visited Sind and studied many Indian literary works. They translated many Sanskrit books on astronomy, philosophy, mathematics and medicine into Arabic. They learnt the numerals 0 to 9 from India. Until then the people in the West did not know the zero. Through the Arabs Europe got more knowledge about mathematics, especially the importance of zero from India. The Western countries and the Arabs learnt the game of chess from the Indians.

Learning Outcome

1. Pupil will be able to recall the names of important Rajput kingdoms and kings.
2. Pupil will be able to describe the contribution of the Rajputs to Indian art and architecture.
3. Pupil will be able to explain the causes for the Muslim invasions on India.
4. Pupil will be able to recall the effects of Arab and Turkish invasions.
5. Pupil will be able to discriminate the difference between the invasion of Mahmud of Ghazni and Muhammad of Ghor.

SELF - EVALUATION

I. Choose the Correct Answer

1. The book written by Rajashekara is
 - a) Bala Ramayana
 - b) Ramayana
 - c) Shakundalam
 - d) Gita Govindam
2. The First Battle of Tarain took place in
 - a) A.D. 1194
 - b) A.D. 1191
 - c) A.D. 1193
 - d) A.D. 1195

3. The lake near Mahoba was dug by
 - a) Yashovarman
 - b) Kirtivarman
 - c) Vishnu Varman
 - d) Rajavarman
4. The last ruler of the Chandela dynasty was defeated by
 - a) Mahmud of Ghazni
 - b) Muhammad of Ghor
 - c) Qutb-ud-din-Aibak
 - d) Sabuktigin
5. Bhoja I started a Sanskrit college at
 - a) Kanauj
 - b) Dhara
 - c) Malwa
 - d) Jaipur.
6. Devapala was the son of
 - a) Gopala
 - b) Dharmapala
 - c) Mahendrapala
 - d) Mahipala
7. The Dilwara Jain Temples are found in
 - a) Agra
 - b) Delhi
 - c) Mount Abu
 - d) Khajuraho
8. The author of Vikramanga Charita is
 - a) Chand Bardai
 - b) Bilhana
 - c) Bhavabuthi
 - d) Jayadeva
9. The Pala King defeated by Rajendra Chola was
 - a) Mahipala
 - b) Gopala
 - c) Dharmapala
 - d) Devapala
10. In A.D. 1025 Mahmud of Ghazni attacked the most celebrated Hindu temple in
 - a) Khajuraho
 - b) Somnath
 - c) Dilwara
 - d) Puri Jagannath
11. Jayachandra's daughter was
 - a) Shakuntala
 - b) Samyukta
 - c) Padmini
 - d) None of the all.
12. In A.D. 1197 Nalanda University was destroyed by
 - a) Muhammad of Ghor
 - b) Qutb-ud-din
 - c) Bakthiyar Khilji
 - d) Alaptigin

II. Fill in the Blanks

1. Pratihara dynasty was founded by _____
2. The Chauhan King Visaldeva captured Delhi from _____
3. During the reign of _____ the Pratihara Kingdom reached its zenith.
4. The important rulers of Chandela dynasty were _____ and _____
5. The famous Vishnu temple at Khajuraho was built by _____
6. _____ was the founder of Paramara dynasty.
7. The first ruler of the Pala dynasty of Bengal was _____
8. The Rajput political system was mainly based on _____
9. The Chandelas built many magnificent temples at _____
10. The famous poets _____ and _____ lived in the court of Mahmud of Ghazni.
11. Muhammad-bin-Qasim, the Arab General attacked _____
12. Shah Nama was written by _____

III. Match the Following

- | | |
|----------------------------|--------------------------|
| 1. Surya Vamsa | – Vikramasila University |
| 2. Prithviraj | – Victory tower |
| 3. Second Battle of Tarain | – Rama |
| 4. Bhoja I | – Jayadeva |
| 5. Dharmapala | – Chand Bardai |
| 6. Vijaya Stamba | – Chauhan |
| 7. Jaisalmer | – A.D. 1192 |
| 8. Gita Govindam | – Paramara dynasty |
| 9. Prithviraj Raso | – Fort |
| 10. Alaptigin | – Muhammad of Ghor |
| 11. Shah Nama | – King of Kanauj |
| 12. Shahab-ud-din | – Firdausi |
| 13. Jayachandra | – City of Ghazni |

IV. Answer Briefly

1. What do you know about the origin of the Rajputs?
2. What do you know about Prithviraj Chauhan?
3. Explain the architectural contribution of the Chandelas.
4. Who founded the University of Vikramasila? What do you know about that University?
5. Write a note on the position of the Rajput women.
6. Mention some of the literary works of the Rajput period.
7. What was the aim of Mahmud of Ghazni's invasions on India?
8. Mention the main aim of Muhammad of Ghor's invasion on India.
9. Who was Qutb-ud-din Aibak? What do you know about him?
10. Bring out the difference between Mahmud of Ghazni's and Muhammad of Ghor's invasions of India.

V. Answer in Detail

1. Explain the administrative system of the Rajputs.
2. Name the places of architecture of the Rajput period.
3. Explain the causes and results of the Second Battle of Tarain.
4. Bring out the effects of Arab and Turkish invasions.

Lesson 10

DELHI SULTANATE A.D. 1206 TO A.D. 1526

Learning Objectives

1. Pupil knows about the Sultans who ruled Delhi.
2. Pupil understands the different dynasties that ruled Delhi from 1206 to 1526.
3. Pupil acquires knowledge about the administration of the Delhi Sultans.
4. Pupil understands the political and economic condition of this period.
5. Pupil knows the impact of Islam on Hinduism.
6. Pupil appreciates the art and architecture of this period.

The period from A.D. 1206 to A.D. 1526 in Indian history is called as the **Sultanate period**. It is because the rulers who ruled Delhi during this period had called themselves as **Sultans**. **Delhi** was the capital of five dynasties which ruled one after the other. The five dynasties which ruled Delhi were :

1. The Slave dynasty 1206-1290
2. The Khilji dynasty 1290-1320
3. The Tughlaq dynasty 1320-1414
4. The Sayyid dynasty 1414-1451 and
5. The Lodi dynasty 1451-1526

THE SLAVE DYNASTY A.D.1206-A.D.1290

Qutb-ud-din Aibak (A.D. 1206 to A.D. 1210) : Qutb-ud-din Aibak was the first Sultan of Delhi. He started his career as a slave

under **Muhammad of Ghor**. Hence the dynasty that he founded is called as the **Slave** dynasty. He was a brave soldier. He was also an able ruler. He was a high spirited and openhearted monarch. His generous gifts to the deserving earned him the title **lakhshah** or **giver of lakhs**. He was a patron of art and literature. He built the famous **Quwat-UI-Islam** mosque at Delhi. He began the construction of the famous **Qutb Minar** at **Delhi** but did not live long to complete it. Aibak died of injuries received in a fall from his horse while playing **chaugan** (Polo).



Qutbminar

Ilutmish (A.D. 1211 to A.D. 1236) : Ilutmish, the son-in-law of Aibak, succeeded to the throne in A.D.1211 after defeating Aibak's son Aram. During the early years of his rule, Ilutmish faced many problems. The Rajputs rebelled against him. Even some of the Government officials in Delhi did not accept his authority. Ilutmish subdued all rebels one by one. At that time the **Mongol** invader **Chengizkhan** was moving around the Indian borders. Ilutmish very carefully watched the situation and wisely saved India from the hands of the Mongol invasion.

Ilutmish was an able administrator. He reorganized the revenue and finance department of his empire. During his reign, he introduced silver coins called **Tanka**. He was a great builder. He was gifted with brilliant qualities as a man and extended his patronage to arts. The completion of the structure of famous **Qutbminar** at Delhi by the Sultan in A.D. 1232 stands as an imperishable testimony to his greatness. He had also built a tomb of red stone at Delhi. Ilutmish died in A.D. 1236. Before his death Ilutmish nominated his daughter **Razia** as his successor. This he did because he was disappointed with his sons as they were worthless.

Razia (A.D. 1236 to A.D. 1240) : Razia was a promising and capable daughter of Ilutmish. She was the first and last Muslim lady who sat on the throne of Delhi. Her task was by no means easy but she showed a great ability to rule. She was brave and courageous. During her father's reign, she had learnt the art of how to carry on the administration and even how to take part in battle. She loved to hunt in

the forests and even led her army in war. She was a wise and kind queen. She looked after her subjects with love and affection. But her generals did not like the idea of being ruled by a woman. They did not co-operate with her. So she had to face their serious opposition. Altuniya, the Governor of Sarhind, rebelled and defeated her. Later she married **Altuniya** and raised an army to recover the throne. Her nobles revolted against her. She and her husband Altuniya could not defeat the nobles. She was captured and put to death in A.D. 1240. Thus ended the short rule of a talented Queen.

Read the story of Razia who was a symbol of bravery

Nasir-ud-din (A.D. 1246 to A.D. 1266) : After six years of internal strife, **Nasir-ud-din Mohammed**, the youngest son of Iltutmish, ascended the throne with the help of **Balban**. He was a weak and inexperienced ruler. **Balban** soon became his chief advisor and held the position of deputy to the ruler. He made his position strong by getting his daughter married to Nasiruddin. Nasiruddin died in the year A.D. 1266 and Balban ascended the throne.

Ghiyas-ud-din Balban (A.D. 1266 to A.D. 1286) : **Balban** was the strongest of the Slave rulers. He was a capable administrator and a brave general. He had to re-establish the authority of the Sultan. A group of the Turkish nobles who were **Forty** in number troubled him. There was a lot of unrest in the country. The Mongols had become a real danger. To get peace and strength Balban crushed the power of his nobles and defeated his enemies. He reorganized his army and strengthened the frontiers. He had built a number of new forts and repaired the old ones. He set up an elaborate spy system in his kingdom. Balban was an efficient but ruthless ruler. He gave stern and bloody punishments even for the smallest crimes.

Balban defeated **Tughril Khan**, the Governor of Bengal. He also suppressed the Rajputs. He increased the prestige and majesty of the Delhi Sultanate. He patronised the famous Persian poet **Amir Khusru**, who was called **Parrot of Hindustan**. Balban was an impartial judge. Balban's successors were weak and soon the rule of the Slave dynasty ended.

KHILJI DYNASTY (A.D. 1290 TO A.D. 1320)

Jalal-ud-din khilji (A.D. 1290 to A.D. 1296) : He was the founder of the Khilji Dynasty. When he assumed power, he was an old

man of seventy. He was very kind and lenient. The important event of his reign was the attack on Devagiri in the Deccan. His nephew and son-in-law **Ala-ud-din Khilji** plundered **Devagiri** and defeated its ruler **Ramachandra Deva**. He returned with fabulous wealth. The ambitious nephew got the Sultan killed and declared himself the Sultan in A.D. 1296. The nobles, the army and the common public in Delhi were silenced by rich gifts. Rebellious members of his own family were severely punished.

Ala-ud-din Khilji (A.D. 1296 to A.D. 1316) : **Ala-ud-din Khilji** was the greatest ruler of the Khilji Dynasty. He was the first Muslim ruler to extend his empire right upto Rameshwaram in the South.

Conquest of the North in A.D. 1297: The Sultan sent a strong army to Gujarat against **Raja Karna Baghela**. The king ran away from the battlefield in fright. The cities of Anhilwara and Cambay were looted. Among the loot was a slave, **Malik Kafur** by name. Later he became the General of Ala-ud-din's army.

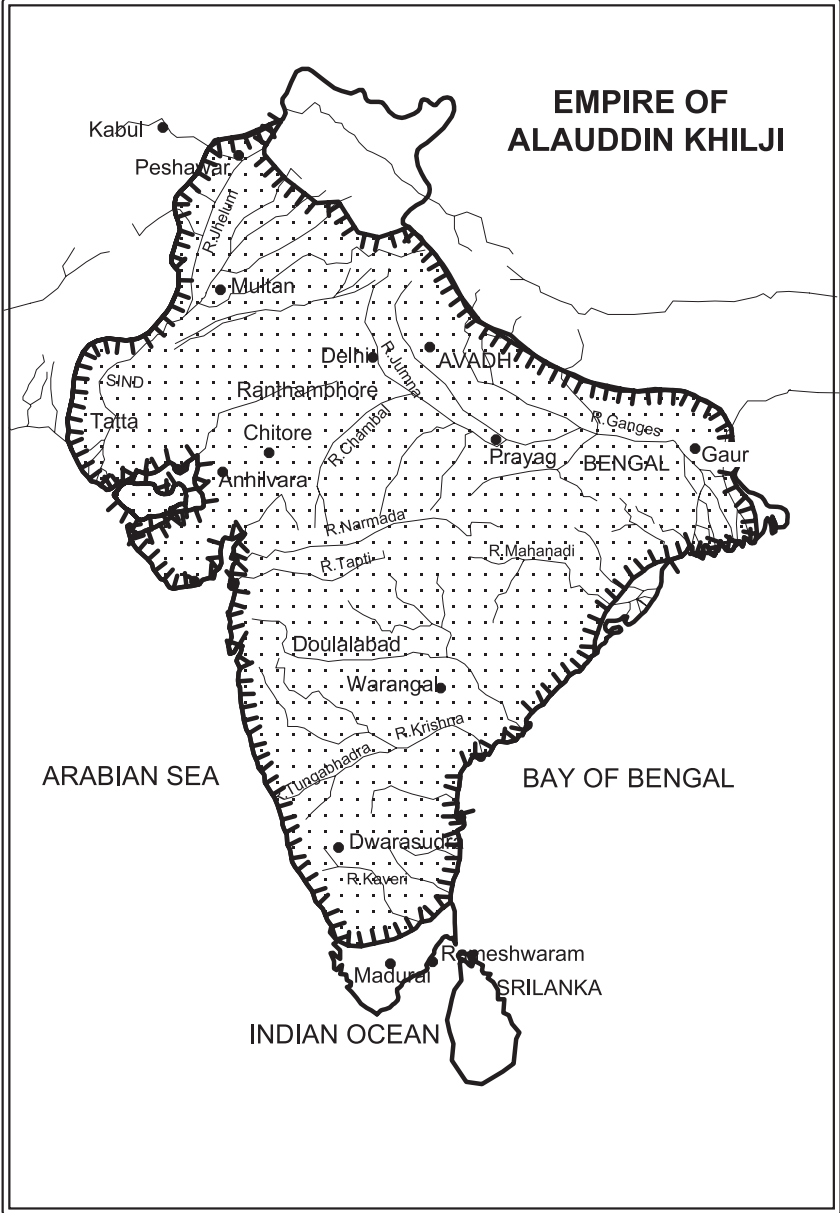
In A.D. 1301 **Ranthambhor** was captured. Alauddin attacked Mewar and defeated its ruler **Raja Bhimsingh**. Bhimsingh was killed and the strong fortress of Chittor was captured. Rani Padmini, wife of Raja Bhimsingh, also fought bravely against the Sultan. On facing defeat, she committed **Jauhar** along with many other Rajput women.

Read the story of Chittor Rani Padmini
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Conquest of the South: Having become the master of the whole of Northern India, Alauddin turned his attention towards the South. He sent his favourite General **Malik Kafur** to attack **Devagiri, Warangal, Mysore** and **Madurai**. Malik Kafur advanced as far as **Rameswaram**. He had returned to Delhi with enormous booty.

The Mongol Invasions: The Mongols had been creating troubles to the Sultans. During Alauddin's reign they made several invasions. But Alauddin succeeded in checking them.

Alauddin Khilji's Administrative measures: Next to Asoka, it was only Alauddin who had a large empire in India. He established an efficient system of spies who reported everything to him. He branded his horses. Nobles were watched closely and no one dared even to speak. None was allowed to possess wealth in excess. The Sultan



prohibited not only wine selling but also wine drinking and the use of other intoxicating drinks. Social gatherings of the nobles were allowed only on special permission. Revenue system was revised. The prices of all commodities of day-to-day use were fixed.

The Sultan had built a new city called **Siri** near Delhi. **Amir Khusru** the great Persian poet, patronised by Balban, continued to live in Alauddin Khilji's court also. The last days of the Sultan were not happy. His trustworthy generals rose against him to capture power. The Sultan died in A.D. 1316. The next ruler **Qutb-ud-din Mubarak** was murdered and the Khilji Dynasty came to an end.

TUGHLAQ DYNASTY (A.D. 1320 TO A.D. 1414)

Ghiyas-ud-din Tughlaq : Ghiyas-ud-din Tughlaq was the founder of the Tughlaq dynasty. His father was a Turk and mother was a Jat woman of the Punjab. He introduced some reforms. Agriculture was improved and a number of forts were built. His ambitious son Muhammad-bin-Tughlaq killed him to become sultan.

Muhammad-bin-Tughlaq (A.D. 1325 to A.D. 1351) : **Muhammad-bin-Tughlaq** occupied the throne around the year A.D. 1325. He ruled for nearly twenty six years. He was the most well known ruler of the Tughlaq dynasty. He was a learned man. He was also well versed in Greek Philosophy, Mathematics, Astronomy, Medicine and other branches of learning. He had an extraordinary memory and was liberal in his religious outlook. His curiosity was endless.

The writings of **Barani**, an historian, and **Ibn Batuta**, a traveller from **Morocco**, provide us information about his rule. Muhammad-bin-Tughlaq was a sincere ruler. He introduced many reforms to tone up the administration. Though the measures were well meant, they failed because of the difficulties in their practical execution.

Taxation in the Doab Region: The land between the two rivers is called the Doab. Usually it is noted for its fertility. Muhammad-bin-Tughlaq increased the taxes of the Ganges-Yamuna Doab because he wanted more money to meet the expenses of the state. It was done when there was a famine in the Doab. Therefore the peasants could not pay the taxes. The revenue officials enforced the

law strictly and the people were harassed. Therefore most of the peasants abandoned their land and took to highway robbery. Tughlaq realised his mistake. He distributed agricultural loans and other help to the people of Doab, but all this help came too late. It affected the economy of the country.

Find out some of the Doab Regions in India
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Transfer of Capital: To have the capital at the centre of the empire and safe from the Mongol raids, Tughlaq chose Devagiri as his new capital in A.D. 1327. The transfer of the capital took place during the terrible heat of the summer. Instead of moving the Government alone from Delhi, the Sultan had ordered that all the people of Delhi should shift to Devagiri. Even the old, lame and blind people of Delhi had to move to the new capital, nearly 700 miles away. For this purpose a road was built from Delhi to Devagiri. Rest houses were set up all along this road. The journey from Delhi to Devagiri took nearly 40 days. Many people died on the way. Others became sick after reaching Devagiri. The Sultan renamed the new capital **Daulatabad**. Delhi became deserted. So the Mongols invaded Delhi from the North West. The Sultan had to stay at Delhi. He realised his mistake and ordered the people to go back to Delhi. The experiment failed and brought misery to the people. However, it had one good effect. It helped in bringing North India and South India close together by improving communications.

Currency Experiment: The Sultan's treasury became empty due to wars and other experiments. He decided to enrich the treasury by issuing copper coins. He declared them to be equal in value for silver coins. Only the Government should have done this issue of copper coins. Since Tughlaq failed to do this, false coins minted by dishonest people came out for circulation. There were no proper checks to find out malpractice. **Barani**, the historian, mentions that he saw mountains of such fake coins lying in the kingdom. The Sultan had to give up the experiment and withdraw the copper currency.

Military experiment: The Sultan planned two expeditions - one to **Persia** and the other to **Kumoan**. But both of them failed miserably. His Persian invasion taxed the economic resources of the empire without any fruitful results. The Sultan had sent an army to conquer the hilly regions between India and China. When the soldiers crossed the mountainous regions, they had suffered a lot on account of biting cold.

Out of a large force of one lakh soldiers, only ten thousand returned to Delhi. These expeditions caused heavy loss to the treasury. Muhammad-bin- Tughlaq had good many virtues as well as faults. Hence he has been described as a **mixture of opposites**.

Find out the mistakes committed by Tughlaq in implementing his reforms

Feroz Tughlaq (A.D. 1351 to A.D. 1388) : Firuz Shah Tughlaq became Sultan after the death of Muhammad-bin-Tughlaq in A.D. 1351. He was the son of Ghiyas-ud-din's younger brother. His reign was a period of peace and prosperity. He worked for the welfare of the public. For these reasons he is considered the best of the Tughlaq kings.

Reforms: He had cancelled the debts of the agriculturalists and constructed many canals for irrigation. Severe punishments were abolished. An employment bureau was opened to arrange work for the unemployed and the poor. He sanctioned pensions for the old. Improper taxes, like tax on grazing and house taxes, were abolished.

Feroz set up hospitals for free treatment and built rest houses. A separate department of slavery was set up to provide jobs to the slaves and to look after them. A number of schools and colleges were opened for the spread of education. He laid out 1200 new gardens and restored 30 old gardens of Ala-ud-din. He had built new towns of **Firozabad, Jaunpur, Hissar and Firozpur**. His last days were not happy. His own son Muhammad Khan revolted against him. The successors of Firuz Tughlaq were very weak. **Timur's** invasion gave further speed to the disintegrating empire.



Timur

Timur, the lame or Timurlane: Timur, the Turkish chief of Central Asia, was a great conqueror. Taking advantage of India's weakness, he had entered India in A.D. 1398. His army reached Delhi almost unopposed. The city was sacked and plundered. On his way back, he plundered many more cities and took away a huge wealth in gold, silver and jewellery. Timur stayed in Delhi just for a fortnight. Within that short period he made the city a graveyard.

Collect more information on Timur's invasion

For years, people in North India lived in poverty and misery. The Tughlaq Dynasty came to an end in A.D. 1413.

THE SAYYID DYNASTY (A.D. 1414 - A.D. 1451)

Khizir Khan, a former Governor of the Punjab appointed by Timur, initiated the Sayyid Dynasty. He came to the throne in A.D. 1414. He was a Sayyid and for this reason the dynasty was called Sayyid dynasty. **Mubarak Shah, Mohammed Shah** and **Alam Shah** were some of the other important noteworthy rulers of Sayyid Dynasty.

THE LODI DYNASTY (A.D. 1451 - A.D. 1526)

Bahlol Lodi: He was an Afghan Governor of the Punjab. He raised himself to the throne of Delhi. He treated the nobles as his equals and ruled with their full support. He had conquered territories around Delhi. His son Sikander Lodi succeeded him.

Sikander Lodi: Like his father, Sikander Lodi was an able and powerful king. He transferred his capital from **Delhi** to **Agra**. He had encouraged trade and commerce and suppressed the powerful Afghan nobles. He was successful in extending the boundary of his empire. He had tried to improve the economic condition of the people through price controls. Sikander was the greatest of the Lodi Kings.

Ibrahim Lodi: On Sikandar Lodi's death in A.D. 1517, his son **Ibrahim Lodi** unanimously became the Sultan of Delhi. Ibrahim Lodi failed to get the support of Afghan nobles. Rebellions broke out all over the kingdom. A powerful Afghan noble, **Daulatkhan Lodi**, invited **Babur**, the ruler of Afghanistan, to invade India and overthrow Ibrahim Lodi. **Babur** invaded India in A.D. 1526 and established the Mughal rule over Delhi and Agra which lasted for more than two hundred years.

Causes for the decline of the Sultanate: The Delhi Sultanate began to decline for the following reasons :

Muhammad-bin-Tughlaq failed to subdue the rebellious governors. The failure of his schemes led to the decline of the empire. **Feroz Shah's** over leniency led to contempt of royal authority. His

successors were unable to check the provincial governors becoming independent. The invasion of **Timur** and his atrocities led to the downfall of the Delhi Sultanate. In the beginning the Turkish Muslims and their armies were brave and hardworking. In course of time they were after pleasure and became immoral and lazy. **Ibrahim Lodi's** unpopularity among the nobles was also a cause for the downfall.

Administration under the Sultanate: The Sultan was the political as well religious head. **Islam** was the state religion. The Sultanate followed a mixture of Persian, Turkish and Indian systems in the administration. The Sultan held the supreme power in the army and the judiciary. The ministers were appointed and dismissed by the Sultan at his will. There was no fixed law of succession.

Army: The army consisted of infantry, cavalry and elephants. Afghan and Turkish horses were used in the cavalry. Ala-ud-din Khilji introduced the practice of branding the horses (marking with a hot iron rod) to prevent corrupt practice of exchanging good horses for useless ones.

Land revenue: The chief source of income was land revenue. The Sultan also collected house tax, grazing tax and Jizya from the Hindus. The revenue was spent on the army, public welfare, the royal household, administration, irrigation, roads and social service.

Economic condition : The Sultan promoted agriculture especially through extensive irrigational method. Canals and tanks were constructed. Hospitals were set up for the poor and needy. Inns (rest houses) were set up. Skilled artisans produced beautiful crafts for the Sultan and the nobles. Many towns became trade centres. Both internal and external trade improved to a great extent. **Combay** and **Surat** were the main centres of trade. There was trade between **Central Asia** and **Europe**. Cotton and textile goods were exported from **Bengal** and **Gujarat**. India had commercial relations with **Arabia**, **Bhutan**, **Persia**, **Tibet**, **East Africa** and **China**. Ala-ud-din Khilji introduced the practice of price control and fixed the price of necessary things.

Art and Architecture: The Hindus and the Muslims lived in harmony and peace. There was a fusion of Hindu and Muslim cultures, art and architecture. **Persian** was the **court language**. The mutual influence of **Persian**, **Arabic** and **Hindi** gave birth to a new language

Urdu. Hindustani music is a fusion of Hindu and Muslim musical elements. **Sitar, Sarangi** and **Tabla** came into use during this period. The Muslims introduced some new styles and techniques of architecture. Arches, domes, and minars added beauty to the buildings. The shape of the buildings was Persian and the decoration was Indian. So it is called **Indo-Saracenic style**. **Qutb-Minar, Alai Darwaza, Jahan Panch, Moti-ki-Masjid, the forts of Daulatabad, Ferozshahbad** and **Golkonda** were constructed in this style. The tombs are covered with colourful designs in tiles.

Learning Outcome

1. Pupil will be able to describe the political achievements of the Kings of the Slave Dynasty.
2. Pupil will be able to explain Ala-ud-din Khilji's administrative measures.
3. Pupil will be able to write about the good qualities of Muhammad-bin-Tughlaq and point out the mistakes committed by him.
4. Pupil will be able to narrate the salient features of the Sultanate administration.
5. Pupil will be able to explain the cultural fusion during the Sultanate period.

SELF - EVALUATION

I. Choose the Correct Answer

1. Qutb-ud-din Aibak started his career as a
 - a) Soldier
 - b) Slave
 - c) General
 - d) King
2. Aram was the son of
 - a) Iltutmish
 - b) Aibak
 - c) Nasir-ud-in
 - d) Timur
3. The construction of Qutb Minar was started by
 - a) Iltutmish
 - b) Qutb-ud-din Aibak
 - c) Razia
 - d) Altuniya

4. Iltutmish was succeeded by
 - a) Sultana Razia
 - b) Nasir-ud-din
 - c) Ramachandra Deva
 - d) Sikander Lodi.
5. Nasir-ud-din ascended the throne with the help of
 - a) Balban
 - b) Aibak
 - c) Ibrahim Lodi
 - d) Razia
6. Ala-ud-din Khilj captured Ranthambhor in
 - a) A.D. 1351
 - b) A.D. 1301
 - c) A.D. 1321
 - d) A.D. 1311
7. Rani Padmini of Chittor was the wife of
 - a) Bhim Singh
 - b) Rana Ramdev
 - c) Balvir Singh
 - d) Ram Singh
8. The founder of Tughlaq Dynasty was
 - a) Muhammad-bin-Tughlaq
 - b) Ghiyas-ud-din Tughlaq
 - c) Feroz Tughlaq
 - d) Ferozkhan
9. Ghiyas-ud-din Tughlaq's mother was a woman of
 - a) Orissa
 - b) The Punjab
 - c) Bengal
 - d) Gujarat.
10. A separate department of Slavery was set up by
 - a) Feroz Tughlaq
 - b) Muhammad-bin-Tughlaq
 - c) Al-du-din Khilji
 - d) Malik Kafur.

II. Fill in the Blanks

1. The first Sultan of Delhi was_____.
2. Qutb-ud-din's generous gifts to the deserving earned him the title _____.
3. The Mongol invader _____ moved around the Indian borders during Iltutmish's period.
4. Aibak was interested in_____game.

5. _____ was called Parrot of Hindustan.
6. The king of Devagiri _____ was defeated by Ala-ud-din Khilji.
7. Malik Kafur attacked _____ and _____ in extreme South.
8. On facing the defeat, Rani Padmini committed _____.
9. An efficient system of _____ was established by Ala-ud-din Khilji.
10. A new city near Delhi built by Ala-ud-din Khilji was _____.
11. The last ruler of Khilji dynasty was _____.
12. The founder of the Tughlaq Dynasty was _____.
13. Muhammad-bin-Tughlaq transferred his capital from _____ to _____.
14. Feroz Tughlaq built new towns of _____, _____ and _____.
15. Textile goods and cotton were exported to _____ and _____.
16. The influence of _____, _____ and _____ gave birth to a new language called Urdu.
17. The city of _____ was plundered and sacked by Timur.

III. Match the Following

- | | | |
|--------------------|---|--------------------|
| 1. Tanka | – | Bengal Governor |
| 2. Razia | – | Persian poet |
| 3. Turkish nobles | – | Daulatabad |
| 4. Tughril Khan | – | General |
| 5. Amir Khusru | – | Historian |
| 6. Devagiri | – | The Forty |
| 7. Malik Kafur | – | Silver coin |
| 8. Barani | – | Altuniya |
| 9. Ibn Batuta | – | Work shops |
| 10. Karkhanas | – | Moroccan Traveller |
| 11. Indo-Saracenic | – | Central Asia |
| 12. Timur | – | Minars |

IV. Answer Briefly

1. How did Aibak meet his death?
2. Write a short note on Qutb-ud-din Aibak.
3. Bring out the problems faced by Iltutmish?
4. Mention a few lines about Iltutmish's administration.
5. Who was the only lady ruler of Delhi? Write a few sentences about her rule.
6. How did Balban ascend the throne?
7. Who was Balban? What were the measures taken by him to suppress his enemies?
8. Who was Jalal-ud-din Khilji?
9. Mention the conquests of Ala-ud-din Khilji.
10. Write a few sentences about the character of Muhammad-Bin-Tughlaq.
11. Explain the term Doab with an example.
12. Mention the reforms introduced by Feroz Tughlaq.
13. Give a short sketch of Timur.
14. Name some of the important rulers of Sayyid Dynasty.
15. What do you know about Sikander Lodi?
16. Write the circumstances that led to Babur's invasion of India.
17. Name the countries that had commercial relations with India during the period of Delhi Sultanate.

V. Answer in Detail

1. Bring out the administrative measures of Ala-ud-din Khilji.
2. What were the mistakes committed by Muhammad-bin-Tughlaq?
3. Mention the causes for the decline of the Delhi Sultanate.
4. Explain the administrative system of Delhi Sultanate.

Map Work : Mark the extent of Alauddin Khilji's Empire.

Lesson 11

BHAKTI MOVEMENT IN MEDIEVAL INDIA

Learning Objectives

1. To make the pupil acquire knowledge about Bhakti Movement in medieval India.
2. To enable the pupil understand the aims and services of the leaders of the movement.
3. To motivate the pupil appreciate the work of the leaders of the Bhakti Movement.
4. To make the pupil compare the Bhakti cult in South India with the spread of Bhakti Movement in North India.

Causes for the birth of Bhakti Movement: Prior to the coming of Islam to India, Hinduism, Jainism and Buddhism were the dominant religions. Hinduism lost its simplicity. Many philosophical schools appeared. Two different sects, i.e., **Vaishnavism** and **Saivism** also appeared within Hinduism. In course of time **Sakti** worship also came into existence. Common people were confused on the way of worshipping God. When **Islam** came to India, the Hindus observed many ceremonies and worshipped many Gods and Goddesses. There were all sorts of superstitious beliefs among them. Their religion had become complex in nature. Added to these, the caste system, untouchability, blind worshipping and inequality in society caused dissensions among different sections of the people. On the other hand Islam preached unity of God and brotherhood of man. It emphasised monotheism. It attacked idol worship. It preached equality of man before God. The oppressed common people and the people branded as low castes were naturally attracted towards Islam. It only increased the rivalry among religions. Fanaticism, bigotry, and religious intolerance began to raise their heads. It was to remove such evils, religious leaders appeared in different parts of India. They preached **pure devotion called Bhakti** to attain God.

Origin of the Bhakti Movement : Bhakti means personal devotion to God. It stresses the Union of the individual with God. Bhakti movement originated in South India between the 7th and the 12th centuries A..D. The **Nayanmars**, who worshipped Siva, and the **Alwars**, who worshipped Vishnu, preached the idea of Bhakti. They carried their message of love and devotion to various parts of South India through the medium of the local language. They preached among common people. It made some of the followers of the Vedic faith to revive the old Vedic religion. Saints like **Sankara, Ramanuja** and **Madhwa** gave their concepts of God and the individual soul.

Bhakti Movement in the North : The Bhakti movement in North India gained momentum due to the Muslim conquest. The saints of the Bhakti Movement were men and women of humble origin. They came from all castes and classes. They had visited from place to place singing devotional songs. They had also preached the Unity of God and brotherhood of man. They had stressed tolerance among various religious groups. Their preaching was simple.

Principles of Bhakti Movement : The main principles of Bhakti movement were : (1) God is one, (2) To worship God man should serve humanity, (3) All men are equal, (4) Worshipping God with devotion is better than performing religious ceremonies and going on pilgrimages, and (5) Caste distinctions and superstitious practices are to be given up. The Hindu saints of the Bhakti Movement and the Muslim saints of the Sufi movement became more liberal in their outlook. They wanted to get rid of the evils which had crept into their religions. There were a number of such saints from the 8th to 16th century A.D. We shall deal with some of them here.

Ramanuja : Ramanuja was one of the earliest reformers. Born in the South, he made a pilgrimage to some of the holy places in Northern India. He considered God as an Ocean of Love and beauty. His teachings were based on the **Upanishads** and **Bhagwad Gita**. Whatever he taught, he had taught in the language of the common man. Soon a large number of people became his followers. **Ramanand** was his disciple. He took his message to Northern parts of India.

Ramananda : **Ramananda** was the first reformer to preach in Hindi, the main language spoken by the people of the North. He was educated at Benaras. He preached that there is nothing high or low. All



men are equal in the eyes of God. He was an ardent worshipper of Rama. He welcomed people of all castes and status to follow his teachings. He had twelve chief disciples. One of them was a barber, another was a weaver, the third one was a cobbler and the other was the famous saint **Kabir** and the fifth one was a woman named **Padmavathi**. He considered God as a loving father. He lived in the 14th century A.D.

Kabir : **Kabir** was an ardent disciple of Ramananda. It is said that he was the son

of a Brahmin widow who had left him near a tank at Varanasi. A **Muslim** couple **Niru** and his wife who were weavers brought up the child. Later he became a weaver but he was attracted by the teachings of Swami Ramananda. He wanted unity between the Hindus and the Muslims. He preached that both the Hindus and the Muslims are the children of a single God. He had no faith in idol worship, religious rituals and ceremonies. He taught that **Allah** and **Eswar, Ram** and **Rahim** are one and the same. They are present everywhere. The devotees of Kabir were known as **Kabir Panthis**.



What Kabir said about God?

I am neither in temple nor in Mosque, neither in Kaaba nor in Kailash; I am not in any ritual or rite nor in yoga or in renunciation; If thou be a true seeker, thou shall find me in a moment.

He also said : To the East is Hari, to the West Allah's abode, search thy heart, within the inner core, Ram and Rahim live there.

Thousands of people, both Hindus and Muslims became Kabir's followers. He probably lived in the fifteenth century A.D.

Namdeva : Namdeva was a waterman by birth. He hailed from Maharashtra. He composed beautiful hymns in Marathi. They are full of intense devotion to God. He worshipped Vishnu in the form of Lord Vithoba. Some of his verses are included in the **Guru Granth Sahib**, the holy book of the Sikhs. A large number of people from different castes became his followers.



Guru Nanak

Guru Nanak. (A.D.1469 - A.D.1538): Guru Nanak was the founder of the Sikh religion. From his childhood, he did not show any interest in worldly affairs. At the age of 29, he left his home and became a **Sadhu**. He went to **Mecca** and **Medina**. He had travelled far and wide to spread his teachings. Guru Nanak had finally settled at Karthpur. He laid emphasis on pure and simple living. He preached the Unity of God and condemned idolatry. He was against the caste system. Guru Nanak's followers are called the Sikhs. He started the **Langer**

or the common kitchen, where people belonging to all castes or religions could have their meals together. Nanak's teachings were in the form of verses. They were collected in a book called the **Adi Granth**. Later Adi Grantham was written in a script called **Gurmukhi**. The holy book of the Sikhs is popularly known as '**Grantha Sahib**'. It contains verses from Kabir, Namdeva and other Bhakti and Sufi saints.

List out the similarities of both Hinduism and Islam. Understand the term Universal Brotherhood

Chaitanya (A.D.1485 - A.D.1533) : **Chaitanya**, a great devotee of **Lord Krishna**, was a saint from Bengal. From his very childhood, he had showed great interest in education and studied Sanskrit. He married the daughter of a Saintly person. Later at the age of 24, he renounced the worldly life and became a sanyasin. He travelled all over the Deccan,



Chaitanya

Bihar, Bengal and Orissa. His followers regarded him as an incarnation of **Lord Vishnu**. He helped the old and the needy. He was opposed to the inequalities of the caste system. He emphasised the need for tolerance, humanity and love. He spread the message of Bhakti in Bengal. He popularised '**Sankritan**' or public singing of God's name. His songs are still very popular in Bengal. He was addressed '**Mahaprabhu**' by his followers.

Tulsi Das : Goswamy Tulsidas was a devotee of Rama. His work gives the story of Rama in Hindi. He was the foremost in popularising Rama cult. His other works in Hindi are **Janaki Mangal** and **Parvathi Mangal**. In his writings he insists the duty of a son to his parent, duty of a student to his teacher and duty of a king to his people.

Rama was a dear son to his parents, devoted student to his teacher and a desirable king to his subjects.
--

Meerabai : Meerabai was a Rajput princess. She married the Rana of Mewar. She was a pious devotee of Lord Krishna. She has written many songs in praise of Krishna, her favourite God, in Rajastani. Her songs or hymns are even today sung all over India. Her palace was kept open to people of all castes to join her Bhajans of Lord Krishna. She had visited all places connected with the life of Lord Krishna. She had lived for the most part of her life in Mathura, the birth place of Krishna and Vrindaban. There is a temple dedicated to Meerabai in Chittor, the capital of Mewar.

Guru Ramdas : Ramdas was a famous teacher. He was born in A.D. 1608. Chatrapati Shivaji, the great Maratha ruler, was a follower of Ramdas. He stressed upon the equality of all men before God. He said that anyone could attain God's favour by means of Bhakti. Guru Ramdas was not merely a religious preacher but also a Nation Builder.

Tukaram : Tukaram was a saint who lived in Maharashtra. He composed a large number of verses called **Abhangas** or devotional songs in praise of Panduranga or Krishna. He believed in one God who was kind, merciful and protective. He wrote all his **abhangas** in Marathi.

Jnaneshwar : He is one of the greatest saints of Maharashtra. He worshipped Vishnu in the form of Vithoba or Krishna. At the age of

fourteen, he translated the *Bhagwad Gita* into the Marathi language. This book is called *Jnaneshwari*.

BHAKTI MOVEMENT IN SOUTH INDIA

Nayanmars : In South India, the **Nayanmars** and **Alwars** were the noted saints of the Bhakti movement. The Nayanmars, the devotees of Siva, were **sixty three** in number. The most famous among them were **Appar, Sundarar, Thirugnana Sambandar** and **Manickavachakar**. These saints composed many verses in praise of Lord Siva. A saint named **Nambiandar Nambi** collected the devotional songs of Nayanmars. Appar, Sundarar and Thirugnana Sambandar composed the **Thevaram** hymns. Manickvachakar's songs are known as **Tiruvachakam. Periyapuranam**, written by **Sekhizhar**, tells us the life stories of the Nayanmars.

Alwars : The **Alwars** were the worshippers of **Lord Vishnu** who were twelve in number. Among them **Nammalwar, Tirumangai Alwar, Andal** and **Perialwar** were famous. The songs of the Alwars were compiled in a book called **Nalayira Divya Prabandham** by **Nadamuni**. The devotional songs of **Andal** is called **Thiruppavai**.

Thirupavai songs are famous in Tamilnadu.

These songs are even now sung during the Tamil month of *margazhi* (December - January).

Basava : **Basava** lived in Karnataka. He founded the **Virasaiva** or **Lingayat** sect. According to Basava, Siva was the supreme God. Basava opposed child marriage and idol worship.

SUFI MOVEMENT

The **Sufis** were Muslim saints who came originally from **Persian** and **Arabian** countries. They stayed in India in the 11th century A.D. They were progressive thinkers who led a simple life. They strictly followed the principles of the **Holy Koran**. Hinduism, Buddhism and Jainism influenced the Sufi saints. The Bhakti movement motivated the Sufi saints to work for Hindu - Muslim Unity. The Sufi movement promoted friendship between the Hindus and the Muslims. They believed that God is present everywhere. Man could realise God through meditation and fasting. The two separate groups among the

Sufis were the **Chishti** and the **Suharwardi**. **Khwaja Muinuddin Chishti** started the Chishti group in India. **Baba Farid** and **Nizamuddin Auliya** were other great Sufi saints. **Shaikh Shihabuddin Suharwardi** and **Hamiduddin Nagori** were Sufi saints of Suharwardi groups.

Effects of Bhakti Movement: The Bhakti movement had brought the Hindus and the Muslims closer to each other. The equality concept preached by the leaders reduced the rigidity of the caste system to a certain extent. The suppressed people gained a feeling of self-respect.

The reformers preached in local languages. It led to the development of Vernacular literature. They composed hymns and songs in the languages spoken by the people. Therefore there was a remarkable growth of literature in all the languages. A new language Urdu, a mixture of Persian and Hindi, was developed. The Bhakti movement freed the common people from the tyranny of the priests. It checked the excesses of polytheism. It encouraged the spirit of toleration. The gap between the Hindus and the Muslims was reduced. They began to live amicably together. It emphasised the value of a pure life of charity and devotion. Finally, it improved the moral and spiritual ways of life of the medieval society. It provided an example for the future generation to live with the spirit of toleration.

Learning Outcome

1. Pupil will be able to describe the aim of the Bhakti movement.
2. Pupil will be able to recall the religious preaching of Bhakti leaders for Humanism, equal justice and equal treatment of all people.
3. Pupil will develop a sense of religious tolerance.
4. Pupil will be able to observe devotion and love for mankind and God.

SELF - EVALUATION

I. Choose the Correct Answer

1. Ramanuja considered God as
 - a) An Ocean of love
 - b) Water in an Oasis
 - c) Flower in a garden
 - d) A light on the mountain.

2. The disciple of Ramanuja was
 - a) Kabir
 - b) Meerabai
 - c) Ramananda
 - d) Tulsidas
3. The first reformer to preach in Hindi was
 - a) Ramanuja
 - b) Ramananda
 - c) Gurunanak
 - d) Tukaram
4. The one who considered God as a loving father was
 - a) Basava
 - b) Jnaneswara
 - c) Chaitanya
 - d) Kabir
5. The founder of the Sikh religion was
 - a) Kabir
 - b) Ramananda
 - c) Tukaram
 - d) Guru Nanak
6. Namdeva's hymns are written in
 - a) Bengali
 - b) Marathi
 - c) Telugu
 - d) Tamil
7. Holy book of the Sikhs is
 - a) Grantha Sahib
 - b) Gita
 - c) Ramayanam
 - d) Mahabharatham.
8. Chaitanya was a saint from
 - a) Maharashtra
 - b) Bengal
 - c) Mysore
 - d) Kerala
9. Rama Charitamanas was written by
 - a) Kambar
 - b) Valmigi
 - c) Tulsidas
 - d) Tukaram
10. Meerabai wrote her songs in
 - a) Bengali
 - b) Marathi
 - c) Rajastani
 - d) Hindi
11. The temple dedicated to Meerbai is in
 - a) Chittor
 - b) Varanasi
 - c) Patna
 - d) Kolkotta
12. Chatrapati Shivaj was a follower of
 - a) Kabir
 - b) Ramdas
 - c) Ramanuja
 - d) Ramananda

13. The number of Nayanamars is
 - a) 63
 - b) 62
 - c) 64
 - d) 65
14. The songs of Alwars were compiled by
 - a) Nadhamuni
 - b) Nambiandar Nambi
 - c) Kambar
 - d) Andal
15. The language, Urdu is a mixture of
 - a) Hindi and Bengali
 - b) Persian and Hindi
 - c) Persian and Marathi
 - d) Hindi and Rajastani

II. Fill in the Blanks

1. Personal devotion to God is meant _____
2. _____ preached the oneness of God.
3. _____ was one of the earliest reformers.
4. Ramanuja's teachings were based on _____ and _____
5. Ramananda was educated at _____
6. The chief disciple of Ramananda was _____
7. _____ was brought up by Niru, the Muslim weaver.
8. After becoming a Sadhu, Guru Nanak went to _____ and _____
9. Guru Nanak's followers are called _____
10. Adi Grantham was written in a script called _____
11. _____ is considered as an incarnation of Lord Vishnu.
12. Meerabai lived for the most part of her life in _____ the birthplace of _____
13. Devotional songs of Tukaram were written in _____ language.
14. The two groups of Sufism were _____ and _____
15. Tiruvachakam was written by _____

III. Match the Following

- | | | |
|--------------|---|----------------|
| 1. Alwars | - | Vithoba |
| 2. Sankirtan | - | Common kitchen |

3. Meerabai	–	Rana of Mewar
4. Guru Granth	–	Nation builder
5. Namdeva	–	Worshipped Vishnu
6. Guru Ramadas	–	Mahaprabhu
7. Langer	–	Holybook
8. Chaitanya	–	Public singing of God's name
9. Jnaneswara	–	Tukaram
10. Abhangas	–	Bhagavad Gita
11. Periapuranam	–	Lingayat Sect
12. Woman Alwar	–	Sekkizhar
13. Basava	–	Andal

IV. Answer Briefly

1. Name the different sects of Hinduism.
2. What do you understand by Bhakti Movement?
3. Mention the principles of Bhakti Movement.
4. What are the preachings of Ramananda?
5. What do you know about the preachings of Kabir?
6. Write a few words about the Langer.
7. What do you know about the holy book of the Sikhs?
8. Mention the preachings of Chaitanya.
9. What are the literary works of Tulsidas?
10. What do you know about Meerabai?
11. Who was Guru Ramdas?
12. Write a few sentences on Jnaneswara's literary work.
13. Mention the service of Nambiandar Nambi.
14. Who composed the hymns of Thevaram?
15. Mention the names of some great Sufi Saints.

V. Answer in Detail

1. Explain the origin and principles of the Bhakti Movement with the preachings of a few Bhakti reformers.
2. Write about Sufi Movement.
3. Point out the effects of the Bhakti Movement.

Lesson 12

BAHMANI AND VIJAYANAGAR KINGDOMS

Learning Objectives

1. Pupil will know the origin of the Bahmani and Vijayanagar Kingdoms.
2. Pupil will acquire knowledge about Bahmani and Vijayanagar Kingdoms.
3. Pupil will understand the contribution of Vijayanagar rulers to art and architecture.

The break up of the Delhi Sultanate provided an opportunity for the rise of a number of kingdoms in the Deccan. After the decline of the Tughlaqs, there arose two important kingdoms in the Deccan. They were the **Bahmani** and **Vijayanagar** kingdoms. These two kingdoms dominated a vast area, south of the Vindhayas for more than 200 years.

THE BAHMANI KINGDOM A.D. 1347 - A.D.1526

Ala-ud-din Hasan founded the Bahmani Kingdom in A.D. 1347. He was an Afghan officer who had earlier worked under the Sultan of Delhi. Ala-ud-din Hasan claimed to have descended from king **Bahman** of **Iran**. Therefore he assumed the title of Ala-ud-din Hasan Shah Bahman. Hence his kingdom came to be known as the Bahmani kingdom. Bahman Shah made **Gulbarga** (at present in Karnataka) as his capital.

Hasan was succeeded by his son Mohammed Shah I (1358-1373). He had defeated the Hindu rulers of Warangal and Vijayanagar. From Warangal he captured the famous fort of **Golkonda** and a lot of booty. The next important ruler was **Muhammad Shah II** (1378 - 1397). He was a man of peace and lover of philosophy and poetry. He took great interest in the welfare of his people. Firoz Shah (1397-1422)

was an enlightened ruler. He was the greatest ruler of this dynasty. During his reign Bahmani kingdom had reached the height of its glory and prosperity. Firoz Shah was succeeded by his brother **Ahmad Shah**. He transferred his capital from **Gulbarga** to **Bidar**. He patronised scholars.

Mahammad III (1463-1482): **Mahammad III** was an important ruler of the Bahmani kingdom. He was the last of the great Bahmani rulers. It was during his rule the kingdom had reached its zenith. He had the good fortune of having Mahmud Gawan as Prime Minister. Gawan was a brilliant man in political affairs. He was also a skilled general. The kingdom was expanded under his leadership. Gawan captured Goa, the most important port in the Vijayanagar kingdom. He plundered Kanchipuram. He strengthened the power of the Sultans and curbed the power of the nobles. He improved the land revenue system. He encouraged education. Mahmud Gawan spent the whole of his vast wealth in building a college at Bidar.

The building, with its lofty halls and lecture rooms, still stands, though greatly damaged. He presented his library of 3000 volumes to the college. He also provided endowments for poor students. Soon many nobles in the Bahmani kingdom became jealous of Mahmud Gawan. They wanted to get rid of him. They reported the king that Mahmud Gawan was a traitor. Unfortunately, the king believed them and killed Mahmud Gawan in A.D. 1481. Later the king realised that Mahmud Gawan was innocent. After Gawan's death, the Bahmani kingdom had split into **Berar, Bidar Bijapur, Ahmadnagar** and **Golconda**.

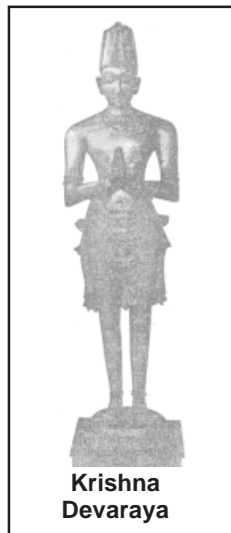
Art and Architecture: The Bahmani Sultans promoted art and architecture. There is much evidence that they employed architects and craftsmen from Persia to build the **Jami Masjid** at **Gulbarga**, **Chand Minar** at **Daulatabad** and the Madrasa of Mahmud Gawan at Bidar. The fortresses built during the period were a mixture of the work of Hindu, Tughlaq and Bahmani sovereigns. **Mahur, Bidar, Narnulla** and **Golkonda** are some of the architectural examples of the Sultans. The **Golgumbaz** in Bijapur shows the skill of the architecture of Bahmani kingdoms. It is one of the largest domes in the world. The Golgumbaz with its enormous dome covers an area of 18,000 square feet. The Mihtar Mahal, which is an ornamental gateway to the courtyard of a mosque, is a notable building. The Sultans patronised Urdu Literature. They were great patrons of education and learning.

VIJAYANAGAR KINGDOM A.D. 1336 - A.D. 1565

The Vijayanagar Kingdom was set up in A.D. 1336. Its aim was to check the spread of Muslim power and protect Hindu Dharma in South India. **Harihara** and **Bukka**, called as the Sangama brothers, founded this kingdom. They did it with the blessing of their Guru sage **Vidyanarya**. The kingdom was established on the Southern bank of the river **Tungabhadra**. For three centuries the Vijayanagar kingdom protected the Hindu culture and religion from the onslaught of Muslim invasions. The Vijayanagar kingdom comprised the whole of Southern India below the river Tungabhadra up to Rameshwaram. Four dynasties, namely **Sangama, Saluva, Tuluva** and **Aravidu** ruled from A.D. 1336 to A.D. 1614.

Foreign travellers like **Nicolo Conti** from **Italy** and **Abdul Razzak** from Persia visited the Vijayanagar kingdom. They have left valuable accounts about the prosperity of the kingdom and the social conditions of the people. Vijayanagar had a series of capable and enlightened rulers. They had made Vijayanagar a powerful and wealthy state in the South. Among them were **Harihara II, Devaraya I, Devaraya II** and **Krishna Devaraya**.

Krishna Devaraya (A.D.1510 -A.D.1529) stands pre-eminent among them. He was one of the ablest and most accomplished monarchs. He belonged to Tuluva dynasty. He was a great warrior and a successful general. He defeated the Sultan of Bijapur and conquered the **Raichur Doab** between the Tungabhadra and Krishna rivers. He invaded **Orissa** and defeated its ruler **Gajapati Prataparudra**. He captured from him **Udayagiri** and **Kondavidu**. His last military achievement was his victory over **Ismail Adil Shah** near **Raichur**. He razed the fort of Gulbarga to ground.



Krishna Devaraya was also a wise and shrewd statesman. He knew the importance of overseas trade and naval power. At that time, the Portuguese were taking control of foreign trade from the Arabs. They had established themselves

on the Malabar Coast. Krishna Devaraya granted them many facilities and maintained friendly relations with them. As a result, the Portuguese had the monopoly of trade with Vijayanagar for a number of years. It brought to the state considerable revenue through customs duties and other taxes.

Krishna Devaraya was a great patron of art and architecture. He had donated large sums of money to temples and built many magnificent palaces. He took active interest in the affairs of the state. He had built dams for irrigation and took measures to improve agriculture. He was a great Telugu and Sanskrit scholar. During his reign, the city of Vijayanagar was at the height of its prosperity. After his death the enemies of Vijayanagar joined together and defeated the Vijayanagar ruler in the battle of **Talaikota**.

The Vijayanagar rulers minted beautiful gold coins featuring divine couples such as Siva-Parvathi, Lakshmi - Narayana, Saraswathi - Brahma and Rama - Sita

Battle of Talaikota A.D. 1565: Achuta Raya succeeded Krishna Devaraya. He was weak and lost many territories. His successor **Sadasiva Raya** was also weak. He was thrown into jail by his minister **Ramaraya**. Four of the Bahmani kingdoms Ahmadnagar, Bijapur, Golkonda and Bidar joined together. They had defeated and killed Ramaraya at the **battle of Talaikota** in A.D. **1565**. This battle was one of the decisive battles in Indian history. Vijayanagar Empire met with the fate of ruin after this battle.



Temple at Hampi



Hampi

Archaeologists are now trying to restore and repair the Vijayanagar buildings in Hampi - Many tourists visit this place each day.

Contribution of Vijayanagar rulers to Art, Architecture and Literature: The foreign travellers Nicolo Conti, Abdur Razzak, Nuniz and Paes have highly praised the glory, splendour and efficient administration of the Vijayanagar kings. The kings promoted the development of Telugu, Sanskrit, Tamil and Kannada literature.

Krishna Devaraya himself was a great scholar in Sanskrit, Kannada and Telugu. He wrote the *Amuktamalyada*. It describes the story of Andal in Telugu. *Usha Parinayam* and *Jambavathi Kalyanam* are his famous Sanskrit works.

Krishna Devaraya encouraged a number of Sanskrit, Telugu and Kannada poets. Eight great poets or **Ashtadiggajas** lived in his court. Allasani Peddanna and Nandi Thimmanna were very popular. **Tenali Rama** was the most famous scholar and jester of Krishna Devaraya's court. **Allasani Peddanna** was the author of **Manucharita** in Telugu. The kingdom of Vijayanagar was known for its fine buildings, fortresses, temples, palaces and works of irrigation.

The Vijayanagar rulers had built large number of temples with huge Gopurams (entrance towers). Many temples of this period consist of several mandapams or halls meant for ritual, dance and music performances. Gopurams and Kalyana mandapas constructed by the Vijayanagar kings are found in the **Kanchipuram, Chidambaram, Vellore, Virinchipuram** and **Tiruchi** temples.



Vittalasamy Temple

The **Hazara Ramasamy** temple, **Krishnasamy** temple and **Vittalasamy** temple constructed by Krishna Devaraya are the masterpieces of Vijayanagar temple architecture. **Krishna Devaraya** renovated

Virupaksha temple in A.D. 1510. Many additions were made to the temples in **Madurai** and **Sri Rangam** during the period of the Vijayanagar kings.



Lotus Mahal

The Vijayanagar city now in ruins near the village of **Humpi** around Bangalore is one of the most fascinating historical sites in South India. Humpi holds many delightful surprises. The two stroyed Lotus Mahal, the huge elephant stables, the splendid Vittala temple with its musical pillars and the stone chariot are a few architectural wonders, which still attract the tourists.

Learning Outcome

1. Pupil will be able to mention the causes for the rise of Bhamani and Vijayanagar kingdoms.
2. Pupil will be able to recall the role of Mahmud Gawan in the growth of Bahmani kingdom.
3. Pupil will be able to describe the contribution of Bahmani and Vijayanagar rulers to art and architecture.
4. Pupil will be able to point out the literary works of the Vijayanagar period.

SELF-EVALUATION

I. Choose the Correct Answer

1. The Bahmani kingdom was established in
 - a) A.D. 1347
 - b) A.D. 1337
 - c) A.D. 1344
 - d) A.D. 1342
2. Ala-ud-din Hasan was succeeded by
 - a) Muhammad Shah II
 - b) Muhammad Shah I
 - c) Firoz Shah
 - d) Ahmad Shah

3. The great person who spent the whole of his vast wealth in building a college at Bidar was
 - a) Ala-ud-din Hasan
 - b) Muhammad Shah I
 - c) Feroz Shah
 - d) Mahmud Gawan
4. The Bahmani Sultans patronised
 - a) Hindi language
 - b) Urdu language
 - c) Telugu language
 - d) Kannada language
5. Krishna Devaraya belongs to
 - a) Sangama dynasty
 - b) Saluva dynasty
 - c) Tuluva dynasty
 - d) Aravidu dynasty
6. The Vijayanagar ruler who jailed by his minister was
 - a) Krishna Devaraya
 - b) Sadasiva Raya
 - c) Achuta Raya
 - d) None of these

II. Fill in the Blanks

1. The founder of Bahmani kingdom was _____
2. Mahammad Shah captured the famous fort of _____ from the Warangal rulers.
3. _____ transferred his capital from Gulbarga to Bidar.
4. The most important port of Vijayanagar, Goa was captured by _____
5. The dome of Golgumbuz covers an area of _____ square feet.
6. The Vijayanagar kingdom was established on the Southern bank of the river by _____
7. Rama Raya was the minister of _____
8. Krishna Devaraya wrote _____ and _____ in Sanskrit.
9. Popular personalities of Ashtadiggajas were _____, _____, and _____
10. Virupaksha temple was renovated in A.D. 1510 by _____

III. Match the Following

- | | |
|---------------------------|-------------------------------------|
| 1. Gulbarga | – Prime Minister |
| 2. Muhammad Shah | – Guru |
| 3. Chand Minar | – Allasani Peddanna |
| 4. Mahmud Gawan | – Lover of Peace and Philosophy |
| 5. Vidyaranya | – Daulatabad |
| 6. Foreign traveller | – Capital of Ala-ud-din Bahman Shah |
| 7. Gajapathi Prataparudra | – Nicolo Conti |
| 8. Amukta Malyada | – Ruler of Orissa |
| 9. Tenali Rama | – Jester |
| 10. Manu Charita | – Story of Andal |

IV. Answer Briefly

1. Name the two important kingdoms that arose after the decline of the Tughlaqs in the Deccan.
2. After who's name the Bahmani kingdom is known?
3. Who was the greatest ruler of Bahmani kingdom? Give reasons.
4. What do you know about the administrative reforms of Mahmud Gawan?
5. How did Mahmud Gawan meet his death?
6. Write a note on Bahmani architecture.
7. Who founded the Vijayanagar Kingdom?
8. Name the dynasties that ruled the Vijayanagar kingdom.
9. Who were the important rulers of Vijayanagar kingdom?
10. Mention the conquests of Krishna Devaraya.
11. How did the Vijayanagar kingdom meet its end?

V. Answer in Detail

1. Describe the art, architecture and literature of the Vijayanagar period.

UNIT - V

Lesson 13

MUGHAL INVASION AND THEIR RULE

Learning Objectives

1. Pupil acquires knowledge about the condition of India during Mughal Invasion.
2. Pupil understands the circumstances leading to the establishment of the Mughal empire in India.
3. Pupil gains knowledge about the Mughal rulers.
4. Pupil recognises the importance of Akbar's Policy of Religious Tolerance.
5. Pupil appreciates the contribution of Akbar, Jahangir and Shah Jahan to art and architecture.
6. Pupil finds the reasons for calling the reign of Shah Jahan as the Golden Age of the Mughals.
7. Pupil recognises the administrative changes introduced by the Mughals.
8. Pupil analyses the causes for the downfall of the Mughal empire.

India on the eve of Babur's Invasion : The political condition of India at the beginning of the sixteenth century was favourable for **Babur's** entry into India. There were numerous independent kingdoms in the North as well as in the South. They were warring with each other. There was no political unity. Instead there was political rivalry among the Afghan nobles who controlled North India. **Ibrahim Lodi** was the **Sultan of Delhi** and the **Punjab**. He had lost control over his nobles. His own uncle **Alam Khan** opposed him. **Daulat Khan Lodi**,

the **Governor of Lahore**, wanted to strengthen his power. Both of them invited **Babur**, the king of **Kabul**, to invade India. Babur, who was anxious to conquer India, readily availed that opportunity.

Babur (A.D. 1526 - A.D. 1530): Zahir-ud-din Muhammad Babur or **Tiger**, born in A.D. 1483, was the eldest son of **Umar Shaikh Mirza**. Umar was the king of **Farghana** in Central Asia. Babur was a descendant from his father's side of Timur, the Turk, and mother's side of Chengiz Khan, the Mongol. Babur had occupied the throne of Farghana in A.D. 1494. He had tried to conquer **Samarkhand** twice but lost it on both the occasions. He also lost his ancestral seat **Farghana** and became a wanderer. At last, he conquered **Kabul** and occupied it in A.D.1504. His failure to reconquer Samarkhand made him to turn to India.

First Battle of Panipat A.D.1526: Daulat Khan Lodi, the Governor of Lahore, openly invited Babur to invade India. The armies of **Babur** and **Ibrahim Lodi** met at Panipat near Delhi in A.D. 1526. Babur defeated Ibrahim Lodi and killed him. Artillery was used for the first time in the battle of Panipat. When fire was opened, the elephants of Ibrahim Lodi got frightened. They ran helter-skelter and trampled upon their soldiers. Babur won an easy victory. The first battle of Panipat brought an end to Afghan rule in India. Since it led to the establishment of the Mughal rule, it is historically important.

Babur was the first one to use guns or artillery in a battle on the Indian soil.
--

Babur occupied **Delhi** and **Agra**. Then he defeated **Rana Sanga** of **Mewar** in the battle of **Kanwah** in A.D. 1527. He occupied Malwa after defeating its ruler **Medini Rai** in A.D. 1528. He defeated the Afghan noble of Bihar, **Mahmud Lodi**, in the battle of **Ghagra** in A.D. 1529. His empire included Bihar in the east to the Punjab, Kabul, Kandhar and Badakshan in the west. However, Babur did not live long. He died in A.D.1530 at the age of 47. His son Humayun succeeded him. Babur was a unique personality. He was brave and ambitious. He was a man of culture, and a man of literary talents. He was a **soldier - scholar** and wrote his own autobiography called **Babur's Memoirs** or **Babur Nama** in Turkish language. He was also a poet and a singer.

Babur writes in his autobiography about his wanderings, "moving from square to square like a king on a Chessboard".

Humayun A.D. 1530 - A.D. 1540 : Humayun succeeded to the throne of Delhi in A.D. 1530. He was a kind person. He had three brothers **Kamran, Askari** and **Hindal**. Though Humayun treated them well, they turned against him.

Humayun means the fortunate. Was he really fortunate?

The Afghan nobles and Rajputs wanted to drive out the Mughals from India. **Bahadur Shah** of **Gujarat** also threatened Humayun. **Sher Shah** of Bengal and Bihar wished to conquer Delhi. He defeated Humayun at **Chausa** in A.D. 1539 and again at **Kanauj** in A.D. 1540. Humayun managed to escape. He was a wanderer for about 15 years. He married **Hamida Banu Begam** who gave birth to Akbar at **Amarkot** in A.D.1542.

Humayun recaptured **Kandahar** and **Kabul** from his brother Kamran. He occupied Delhi and Agra in July 1555. He passed away in A.D. 1556.

Humayun tumbled through his life and tumbled out of it.

Sher Shah Suri (A.D.1540 - A.D.1545): **Sher Shah's** original name was **Farid Khan**. He was the son of a petty Afghan chieftain of **Sasaram** in Bihar. He escaped from the illtreatment of his stepmother. He entered the service of the Afghan **Governor of Jaunpur** who conferred on him the name Sher Khan for his brave killing of a tiger (Sher) on a hunting expedition. **Sher Khan** took up service under the governor of **Bengal**. Later he became the ruler of Bihar and called himself Sher Shah. He conquered Bengal in A.D. 1537. Then he defeated Humayun in the **battles of Chausa** and **Kanauj**. He ruled from Delhi for a short period and died in A.D. 1545. Within that short span of five years, he had built up a powerful army, organised an efficient administration and contributed to cultural development.

Akbar adopted many aspects of Sher Shah's administration. So Sher Shah is called as the "Fore-runner" of Akbar.

Akbar, the Great (A.D. 1556 - A.D.1605): When Akbar ascended the throne in A.D. 1556 he was only 14 years old. His guardian **Bairam Khan** served him as a faithful minister and tutor.

Second Battle of Panipat A.D. 1556 : Sher Shah's nephew **Adil Shah** had a Hindu Minister and general called **Hemu**. Hemu took

Delhi and Agra from the Mughals. Bairam Khan, along with Akbar met Hemu in the battlefield in A.D.1556 at Panipat. Hemu was initially successful, but lost his consciousness after an arrow hit him. Akbar killed him. The victory of Akbar led to the re-establishment of the Mughal rule strongly in India. Akbar became successful when he occupied Delhi and Agra.

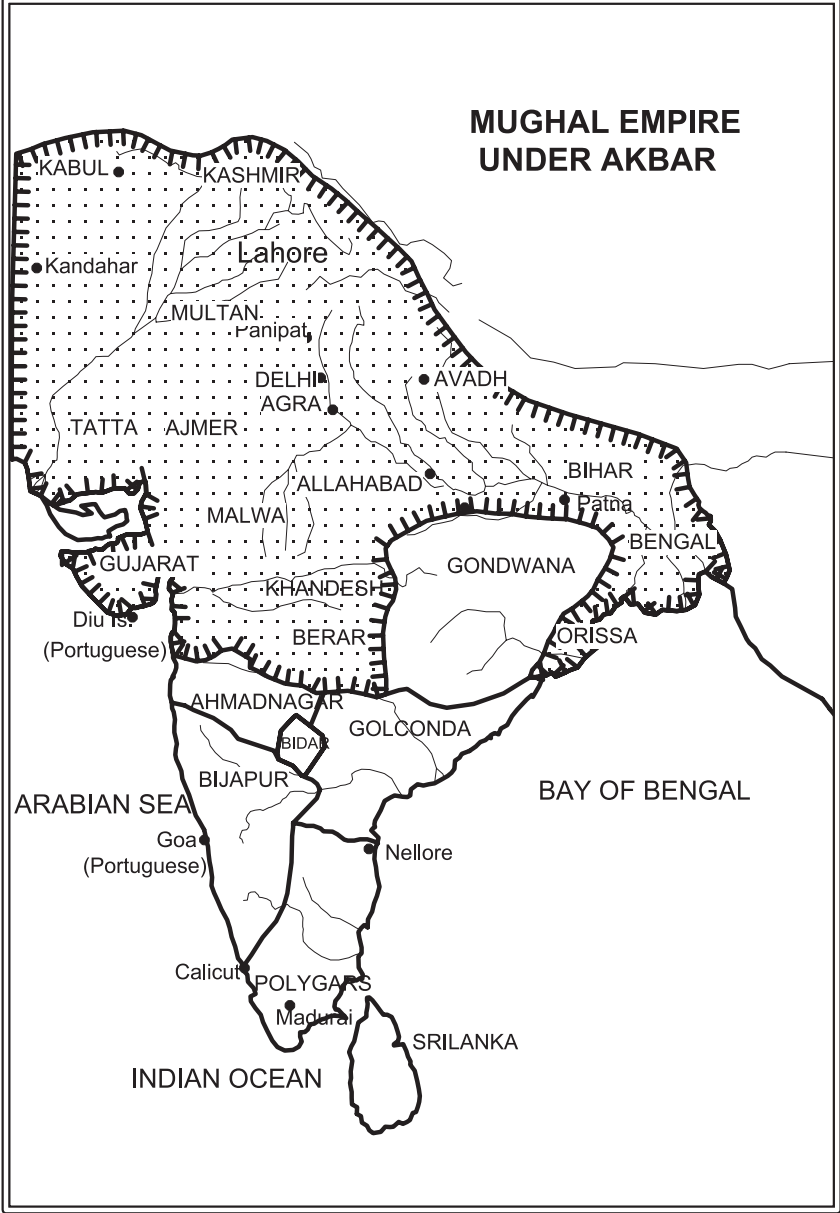
Bairam Khan was dismissed from service in A.D. 1560. Akbar's foster mother **Maham Anaga** controlled the affairs of administration till A.D. 1562. This is known as the **Petticoat government**. Akbar freed himself soon from her control and began his reign.

Akbar's Conquests and Annexations : Akbar extended his kingdom by conquests. He annexed **Malwa** and **Chunar**. **Bihari Mall of Amber** (Jaipur) accepted his overlordship. He gave his daughter in marriage to Akbar. **Jahangir** was born out of this wedlock. Then Akbar annexed the Rajput state of **Gondwana**, ruled by **Rani Durgavathi**. **Mewar, Ranthambhor** and **Kalinjar** were also annexed. Then fell **Bikaner, Jaisalmer** and **Jodhpur**. **Bengal** and **Bihar** in the east and **Kabul, Kashmir, Sind and Kandahar** in the west were also annexed. Akbar's empire extended from **Bengal** in the east to **Afghanistan** in the west and from the **Himalayas** in the North to **Golkonda** in the South.

Akbar's Rajput Policy : Akbar valued the friendship of the Rajputs who were brave and honest. He married **Jodhbai**, the princess of Jaipur (Amber). The rulers of Bikaner and Jaisalmer also gave their daughters in marriage to Akbar. Akbar took all possible measures to win their active co-operation. He appointed some of them in higher positions in administration such as **Raja Man Singh** and **Raja Bhagawan Das**. **Birbal** and **Todarmal** were the other Hindu officials who held high positions. Akbar abolished the **Jizya** and **pilgrimage** taxes collected from the **Hindus** and other **non-Muslims**. He also permitted the non-Muslims to build temples and celebrate their festivals.

Know for what purpose the Jizya tax was collected from the non-Muslims

Akbar's Deccan Policy: Akbar had two objects in mind to invade the South. His first object was to extend his kingdom. The second one was to check the rising power of the **Portuguese**. Akbar



fought against **Ahmadnagar**. It was ruled by **Chand Bibi**, the guardian of a young ruler. She was defeated. She gave **Berar** to Akbar.

Akbar's Religious Policy: Akbar's father was a Sunni Muslim while his mother was a Shia. He lived in a Hindu family for some time during his childhood. He was greatly influenced by a liberal thinker named **Sheik Mubarak**. All these things made him tolerant towards all religions later. Akbar evolved a new faith called **Din-i-Ilahi** or **Divine Faith**. It contained the best principles of all religions.

Akbar made an attempt to bring Unity in Diversity through his own religion.

Akbar's Encouragement to Literature : Akbar patronised writers like **Abul Faizi** and **Abul Fazl**. The great historians **Badauni**, **Ferishta** and **Nizamuddin** lived during this period. **Abul Fazl** is the author of **Akbar Nama**. **Ain-i-Akbari** is a part of **Akbar Nama**. Akbar was a **great patron of Sanskrit**. **Tulsidas** wrote **Ramayana** in Hindi. **Tansen**, the famous musician and **Birbal**, the master of wits, were also patronised by Akbar.

Although intelligent, Akbar never learnt to read or write because he was a dyslexic

Akbar died in A.D. 1605 after a glorious reign of 50 years. Before his death, Akbar nominated his son **Salim** to the throne.

Jahangir (A.D. 1605 A.D. 1627): **Salim** assumed the title **Jahangir** or **Conqueror of the World**. His mother was **Jodhbai**. He was a good soldier and well educated. He was a **lover of poetry** and **arts**. His '**Memoirs**' or **Tuzuk-i-Jahangiri** - (an autobiography of Jahangir) gives an account of his reign.

Tuzuk-i-Jahangiri is as fascinating as that of **Babur Nama**.

A large number of scholars lived in his court. He enjoyed a reputation for Justice. He had fixed a big bell with a golden chain. It was hung at the gates of his royal palace. Anyone could pull the chain and ask for justice.

Can you point out a ruler from the South who had the same system in his Kingdom?

Jahangir's eldest son, **Khusrau**, rebelled against him. He was arrested and put into prison. **Guru Arjun Dev**, the **fifth Sikh Guru**, who assisted him was killed for refusal to pay a fine. It made the Sikhs turn against the Mughals.

Conquests of Jahangir: Jahangir put down a revolt in Bengal in A.D. 1612. He defeated **Raja Amar Singh of Mewar** in A.D. 1614. In the Deccan, the war with Ahmadnagar was continued.

English Travellers (Visitors): During Jahangir's reign **Captain William Hawkins** and **Sir Thomas Roe** visited his court. Sir Thomas Roe secured permission from Jahangir in A.D. 1615 to trade at Surat.

Nur Jahan: Nur Jahan was the daughter of Ghias Beg, a Persian noble. Her original name was **Mehr-un-Nisa**. She was extremely beautiful. First, she was married to Sher Afghan who was put to death in a war. Jahangir married her in A.D. 1611. She was an intelligent woman. She was educated and cultured. She wrote poems in Persian. Although Jahangir was the king, she exercised the real power. Her influence on the emperor affected the prestige of the empire in later days. Jahangir died in A.D. 1627.

Shah Jahan - (A.D. 1628 - A.D. 1658): A war of succession between Khurram and Shahryar ensued after Jahangir's death. Shahryar was killed. Khurram assumed the title **Shah Jahan** or "**King of the World**" and ruled for 30 years.

Shah Jahan's Conquests : Shah Jahan fought with the Portuguese. He invaded the Deccan and fought against the **Persians**, **Golkonda** and **Bijapur**. He was successful in all these campaigns. During his rule, the Marathas began to rise under Shivaji.

Golden Age of the Mughals: The reign of Shan Jahan is generally considered as the **Golden Age** of the **Mughal period**. There was both prosperity and poverty during his rule. Prosperity is known through the architectural wonder, the **Taj Mahal**, built by him. Poverty is known through the accounts of foreign travellers.

Prince of Builders: Shah Jahan is called as the **Prince of Builders**. He had built the **Red Fort** in Delhi. It consisted of the **Rang Mahal**, **Moti Mahal**, **Diwan-i-Am** and **Diwan-i-Khas**.

Jumma Masjid : It was built of red sand stone. It is considered as one of the largest mosques in India.



Shah Jahan



Mumtaz

The **Taj Mahal** is the most famous building of Shah Jahan. It is located at **Agra** on the banks of the river **Yamuna**. Shah Jahan built it in memory of his beloved wife **Mumtaz Mahal**. The Taj Mahal is considered as one of the Seven Wonders of the World. **Shah Jahan** also built **Moti Masjid** and the **Pearl Mosque at Agra** and the **Tomb of Jahangir**. He had a grand collection of precious stones. It included the peacock throne and the valuable **Kohinoor** diamond.



The Peacock Throne

The Peacock throne is a golden throne with a Canopy supported by twelve emerald pillars, bearing bore two peacock figures encrusted with Gems. The Government of India is making efforts to get the Kohinoor diamond from England

Fine arts like painting, music and literature reached high level of development during Shah Jahan's time. He was a great patron of art and letters. The Mughal empire attained its highest strength under him.

Art and architecture had developed when there prevailed economic prosperity and political stability.

Shah Jahan fell ill in A.D. 1657. A war of succession started among his four sons for the throne. Aurangzeb imprisoned Shah Jahan in A.D. 1658. The Emperor remained in prison during his last days. He died in A.D. 1666.

Aurangzeb (A.D. 1658-A.D.1707): Aurangzeb was the last great Mughal ruler. He ascended the throne after killing his three brothers **Dara, Shuja** and **Murad** in a fratricidal war.

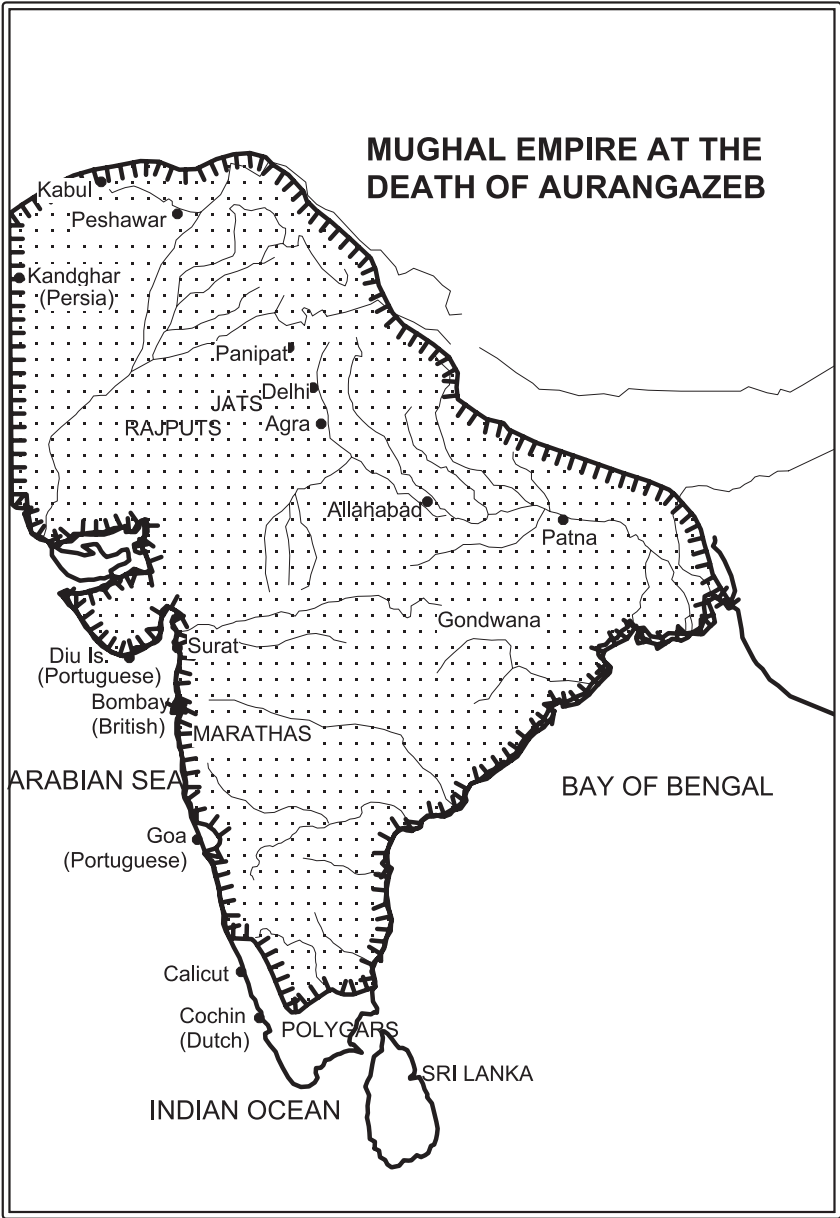
Aurangzeb proved "Kingship knows no kinship".

He not only hated the non-Muslims, Hindus and Sikhs, but also the Shia Muslims. Aurangzeb was a staunch Sunni Muslim. He was pious and simple in his life. He regularly read the **Koran**. He had to face a series of rebellions in almost every part of his vast empire.

Aurangzeb and the Hindus: Aurangzeb reimposed the hated **Jizya** on the non-Muslims. The **pilgrimage** tax was also collected from the Hindus. Higher posts in administration were denied to the Hindus. As a result, the Hindus began to hate Aurangzeb. The Rajputs became his enemies. Aurangzeb executed the ninth Sikh Guru **Teg Bahadur**. This angered the Sikhs. The tenth Sikh Guru, **Guru Govind Singh** built up a powerful army called the **Khalsa** to drive the Mughals out of India.

Deccan policy of Aurangzeb : Aurangzeb spent nearly 25 years in the Deccan. He had two objects. The first one was to annex **Bijapur** and **Golkonda**. The other one was to put down the Marathas led by **Shivaji**. He conquered Bijapur and Golkonda. But he could not put down the Marathas. The Deccan proved an ulcer to Aurangzeb.

Aurangzeb's treasury became empty due to constant wars. He also made the **Jats** and **Satnamis** his enemies. He died in A.D.1707.



MUGHAL ADMINISTRATION

Akbar borrowed Sher Shah's administrative features. So Sher Shah is regarded as the forerunner of Akbar's administration. Akbar mostly evolved the Mughal administration. He was a great administrator. The Mughal administration later served as the basis for the super imposition of British administrative set up in India.

Central Government: The **Emperor** or **Padshah** had all powers in his hands. He was an absolute ruler. A council of four to six ministers helped him.

Provincial Administration: The empire was divided into 15 provinces during Akbar's rule. They were called **Subas**. The head of a **Suba** was called **Subedar**. He was responsible for the civil and military duties. The **Diwan** was in charge of **Subas'** finance. The provinces were further sub-divided into **Sarkars** or districts. **Faujdar** was the civil and military head of the district. Each **Sarkar** was administered by a number of officers. The **Sarkar** was further divided into **Parganas**. **Shiqdar, Amil** and **Fotadar** were the officers who were in-charge of the **Parganas**.

The lowest unit in Mughal administration was the village. The town administration was under a **Kotwal**. He was responsible to maintain law and order in the city. He also maintained census records.

Controlling the prices, checking the weights and measures, detecting and preventing the thieves, recovering the stolen goods and keeping a close watch on the city during nights were also the responsibilities of the Kotwal.

Military Administration: The Mughal army consisted of infantry, artillery and elephantry, but no navy. Cavalry was the most important branch of the Mughal army. Akbar introduced the **Mansabdari** system, and it was followed by his successors. **Mansab** means **Rank** or **place**. There was a grade of Mansabdars. It ranged from owners of 10 to 10,000 horses. Besides the horses, they had to maintain foot soldiers also. The Mansabdars had to help the emperor in times of war. The Mansabdars received lump sum grants from the government. They paid the salaries of the soldiers out of it. The soldiers received the salary and other favours from the Mansabdars. So the soldiers were loyal to their Mansabdars and not to the emperor. It was a defect of the system.

Revenue Administration: Raja Todar Mal, the famous revenue minister, worked under Akbar. He also worked under Sher Shah, the forerunner of Akbar. Akbar had introduced effective revenue reforms. He introduced the **Zabti** system. All lands in the Empire were measured with a **uniform** standard of measurement.

Lands were classified into three categories on the basis of the fertility and yield of the soil. One third of the average yield of the three classes was fixed as the land tax. The farmers could pay the tax either in cash or in kind. During times of famine or floods, the land tax was not collected. The emperor asked the officers to act kindly with the peasants.

Judicial Administration: The king was the highest judge. The next judicial authority was the **Chief Qazi**. There were city courts also.

Causes for the Decline of the Mughal Empire : The Mughal empire declined due to several reasons. The main causes were:

1. Aurangzeb treated the Hindus, Rajputs and the Sikhs very badly.
2. It was a tough job for the king to control the distant parts of the vast empire from Delhi, the capital.
3. Under a dynamic leader, Shivaji, the Marathas rose to be the powerful enemies in the Deccan.
4. The successors of Aurangzeb were weak rulers. The war of succession to the throne had resulted in the disorder of the administration.
5. The Mughal army lost its vitality and became easy going and pleasure loving.
6. The European invasion gradually brought India under their control.
7. **Nadir Shah's** and **Ahmad Shah Abdali's** invasions hastened the decline of the Mughal empire.

The Mughal disintegration was complete with the death of Aurangzeb. Thus ended the Mughal rule in India.

Learning Outcome

1. Pupil will be able to recall the efforts of the early Mughals to establish an Empire in India.
2. Pupil will be able to compare the abilities of Babur, Humayun and Sher Shah.
3. Pupil will be able to explain the religious policy of Akbar.
4. Pupil will be able to make an estimation of the role of Nur Jahan.
5. Pupil will be able to describe why the period of Shah Jahan is called as the Golden Age of the Mughals.
6. Pupil will be able to analyse the relationship of Aurangzeb with the non-Muslims.
7. Pupil will be able to narrate the aspects of Mughal administration.
8. Pupil will be able to point out the causes for the decline of the Mughal empire.

SELF-EVALUATION

I. Choose the Correct Answer

1. The eldest son of Umar Shaik Mirza was
 - a) Akbar
 - b) Babur
 - c) Ibrahim Lodi
 - d) Daulat Khan
2. Babur was a descendant on his father's side from
 - a) Timur
 - b) Chengiz Khan
 - c) Mahmud of Ghazni
 - d) Ala-ud-din Khilji
3. The city that Babur conquered twice but lost on both the occasions was
 - a) Agra
 - b) Delhi
 - c) Samarkand
 - d) Panipat
4. The first Battle of Panipat was fought in the year
 - a) A.D. 1556
 - b) A.D. 1256
 - c) A.D. 1562
 - d) A.D. 1526

5. Humayun's wife was
 - a) Jodhbai
 - b) Hamida Banu Begam
 - c) Noor Jahan
 - d) None of these
6. Sher Shah Suri was a
 - a) Rajput
 - b) a Turk
 - c) an Afghan
 - d) an Arab
7. The guardian of Akbar was
 - a) Bairam Khan
 - b) Chand Bibi
 - c) Sher Shah
 - d) Rani Durgavathi
8. Akbar's revenue minister was
 - a) Raja Mansingh
 - b) Raja Todarmal
 - c) Tansen
 - d) Raja Baghavan Das
9. In A.D.1615 Sir Thomas Roe was able to secure permission to trade at
 - a) Bombay
 - b) Surat
 - c) Delhi
 - d) Bengal
10. The tenth Sikh Guru was
 - a) Guru Govind Singh
 - b) Guru Arjun Singh
 - c) Guru Nanak
 - d) Guru Balveer Singh

II. Fill in the Blanks

1. Ibrahim Lodi was the Sultan of _____
2. Babur was a _____ scholar
3. The autobiography of Babur is _____
4. Humayun's brothers were _____, _____ and _____
5. Humayun was driven out by _____
6. The Mughal King who led a life of a wanderer for about 15 years was _____

7. Humayun was able to regain his throne with the help of _____ the Persian King.
8. Sher Shah defeated Humayun in the battles of _____ and _____ and became the monarch of North India.
9. Adil Shah's Hindu General was _____
10. Gondwana was ruled by the Rajput queen _____
11. The writers patronised by Akbar were _____ and _____
12. The autobiography of Jahangir is _____
13. The English travellers visited during the reign of Jahangir were _____ and _____
14. The Taj Mahal stands on one of the banks of the river _____
15. Aurangazeb had killed his brothers _____, _____ and _____ to occupy the throne.
16. The _____ was Aurangazeb's ulcer because it was a constant source of trouble.

III. Match the Following

- | | | |
|----------------------------|---|--------------------------|
| 1. First Battle of Panipat | – | The Last Sultan of Delhi |
| 2. Babur Nama | – | Tax on non-Muslims |
| 3. Ibrahim Lodi | – | Law and Order |
| 4. Jizya | – | Babur |
| 5. Kotwal | – | Use of guns |
| 6. Mansabdar | – | Sikh Guru |
| 7. Abul Fazl | – | Rank holder |
| 8. Arjun Dev | – | Akbar Nama |
| 9. Shah Jahan | – | Diamond |
| 10. Kohinoor | – | King of the world. |

IV. Answer Briefly

1. Why did Babur invade India?
2. How did the first battle of Panipat lead to the foundation of the Mughal rule in India?

3. Briefly mention the character of Babur.
4. Write a few sentences about the personal defects of Humayun.
5. What were the problems faced by Humayun?
6. When and where was Akbar born?
7. How did Humayun regain his Kingdom?
8. How did Farid Khan earn his name Sher Khan?
9. When and between whom was the Second Battle of Panipat fought? What was the outcome?
10. Who was Bairam Khan? What do you know about him?
11. Mention the boundaries of Akbar's empire.
12. Name the Rajputs who held high positions in Akbar's administration.
13. Explain briefly the religious policy of Akbar.
14. Name the historians who lived during Akbar's period.
15. What arrangement did Jahangir make for rendering Justice?
16. Why did the Sikhs turn against Jahangir?
17. What do you know about the last days of Shah Jahan?
18. For what purpose the Kalsa was built up?
19. What were the two objects of Aurangazeb to invade Deccan?

V. Answer in Detail

1. Explain the conquests of Babur.
2. How did Humayun lose his empire?
3. Explain Akbar's policy towards the Rajputs and the Deccan.
4. What role did Nur Jahan play during the rule of Jahangir?
5. Whose period is known as the "Golden Age" of the Mughals? Why?
6. Explain the Mughal Administration.
7. What were the causes for the decline of the Mughal Empire?

VI. Map Work

1. Draw the extent of Akbar's empire and indicate the places conquered by him.
2. On the map of India, mark the extent of Aurangazeb's empire.

Lesson 14

SOCIAL, ECONOMIC, RELIGIOUS AND CULTURAL LIFE OF PEOPLE UNDER THE MUGHALS

Learning Objectives

1. Pupil will know the social, economic and religious life of people under the Mughals.
2. Pupil will understand the cultural development that took place during the Mughal period.
3. Pupil acquires knowledge about the art and architecture of the Mughal period.
4. Pupil develops capacity to guide the tourists to places of historical importance.

The Mughals had settled in India. They made it their home. They merged with the people of India. The king cared for the welfare of his subjects. Except Aurangazeb, most of the Mughal kings were tolerant to other religions. Now let us see the social, economic, religious and cultural life of people under the Mughals and the development of art and architecture.

Social Life: During the Mughal period society in India consisted of (1) small but extremely wealthy and extravagant upper class, (2) a small middle class, and (3) a very large number of poor and lower class people. The kings, nobles and aristocrats formed the upper class. They were very rich. The middle class consisted of the court poets, physicians, the artisans and the farmers. Most of the court poets were Persians and foreigners. For example, three-fourths of the poets and more than one-thirds of musicians at Akbar's court were foreigners. The artisans and peasants led a difficult life. The peasants had to pay heavy taxes to the government. The life of the poor and

lower classes was miserable. People in the countryside led a very poor life. Women were subordinated. Their participation in public life was very minimum. Muslim women wore *purdah*. Hindu women practised *sati*. Inequality in social life was common. It was not viewed seriously. People accepted it as fate. The traditional Hindu and Muslim family system with the eldest person controlling the family continued.

Economy: The majority of the people lived in the villages. They were mostly farmers. Rice, wheat, barley and maize were grown in many parts of the country. Cotton, indigo, sugarcane and oilseeds were also cultivated. During the Mughal period, several new crops were introduced in India. For example, **tobacco** was introduced by the Portuguese during Jahangir's period.

Cotton and silk textiles were manufactured. Silk weaving flourished at **Lahore, Agra** and **Gujarat**. The famous muslin cloth was produced at **Sonargaon** in the Dacca district. Woollen shawls and carpets, jewels, decorative swords and jade bowls were also produced. **Agra, Fatehpur Sikri** and **Lahore** were the notable trading centres. Lahore was considered as one of the largest business centres.

The Mughal kingdom traded with many countries in **Asia** and **Europe**. Cotton textiles, indigo, sugar, opium and spices were exported to other countries. The Mughals imported horses, gold and precious metals from other countries. The Mughal emperors considered the Arabian horses very dear. The **ports of Cambay, Surat, Satgaon** in Bengal and the coast of **Malabar** were the principal outlets for foreign trade in Mughal period.

The most striking feature of the economic system of the empire was the wide gulf between the producers and the consumers
--

Religious Life: Except Aurangzeb all the Mughal emperors observed a policy of religious tolerance. Akbar was the pioneer of this policy. He founded a new religion called the **Din-i-Ilahi**. It was based on secularism. Akbar admitted Hindus to civil and military services. This policy was followed by Jahangir and to some extent by Shah Jahan. The policy of religious toleration initiated by Akbar resulted in an atmosphere of mutual understanding between the Hindus and the Muslims. They freely mixed with one another and naturally influenced

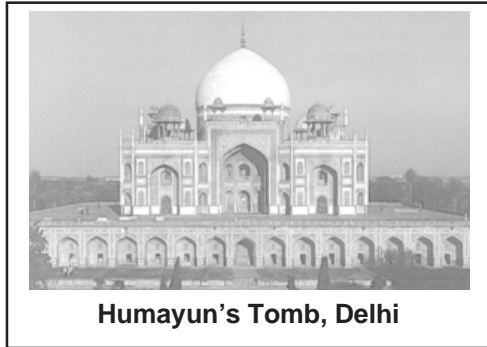
by each other's customs and traditions. This helped in the development of a common culture in the country. The Bakti Movement went a step further during the Mughal period. Akbar himself was a reformer. Many great reformers like **Eknath, Tukaram** and **Ram Das** were the great saints of the time. The Muslims were equally influenced by the Hindu culture.

Cultural Life: Many buildings of the Mughal period bear testimony to the blending of the Hindu and Muslim culture under the Mughals. The mosque at **Jaunpur** is the best example. It is purely of Hindu origin as far as the art is concerned and it was a place of worship for the Muslims. The Mughal rulers did not hesitate to patronize the Hindu artists. For instance, in Abul Fazal's catalogue there is a reference to 17 artists. Out of them only 4 were Muslims and 13 were Hindus. Men like Bhagavan Das, Mansingh, Todar Mal, Birbal and Jaswant Singh had played important role in the Mughal administration. Birbal and Todar Mal learnt Persian. Important Sanskrit books were translated into Persian language. Even the **Mughal Prince Dara Shukoh** studied Sanskrit with pleasure and love. Thus the Hindus and the Muslims sank their differences and gave birth to a society, which was highly integrated religiously, culturally, socially and emotionally. The society was a mixture and adoption of the Hindu and Muslim ways of life. Our dress, etiquette, literature, art, painting, architecture and the very mode of life became a blend of the Hindu and Muslim cultures.

DEVELOPMENT OF ART AND ARCHITECTURE

The Mughals were great and passionate builders. The Mughal buildings reflect a love for perfection, splendour and magnificence. It was Babur who introduced Persian style in India. Humayun's reign was only a short period and so he could not pay more attention to architecture. Sher Shah's **Purana Qila** near Delhi and his **mausoleum at Sasaram** are worthy to mention. Akbar's period witnessed a remarkable progress in architecture. Akbar built excellent forts in Ajmer, Agra and Allahabad. **Buland Darwaza**, an imposing gateway at Fatehpur Sikri was built to commemorate Akbar's conquest of Gujarat. It is 54 m. high and unique in its style.

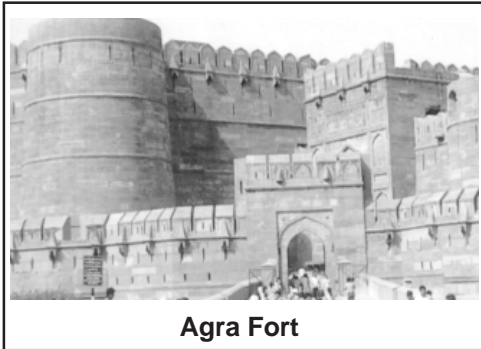
One of the fine monuments of Akbar's reign is the tomb of his father Humayun at Delhi. Akbar constructed a new palace and fort complex at **Fatehpur Sikri**. The palace of Fatehpur Sikri, includes



Humayun's Tomb, Delhi

Akbar's office (Diwan-i-Am) with a Hindu design. **Diwan-i-khas**, intended for private audience, is remarkable for its Indian plan, construction and ornament. Akbar's tomb is in **Sikandra**. The red sand stone palace was built on the top of a hill at Agra.

The **Jami Masjid** in Fatehpur Sikri served as a learning centre. **Fergusson**, a historian, described Jami Masjid as a romance in stone. The five storeyed building in the Panch Mahal is another remarkable building of Akbar's period. During Jahangir's reign the **mausoleum of Akbar** and the tomb of **Itimad-ud-daula** at Agra were built. **Itimad-ud-daula's tomb** was built wholly of white marbles. Nurjahan, the daughter of Itimad-ud-daula, built it. The inlaid work in this tomb is



Agra Fort

remarkable and outstanding.



Salim Chisti Durgah, Fatehpur Sikri

It was in the reign of Shah Jahan that Mughal architecture attained its supreme beauty. The most magnificent of his monuments is the famous **Taj Mahal**, built during A.D. 1632 - A.D. 1653, at Agra. The design is more Persian and less Indian.

Diwan-i-am and



Diwan-i-khas in Delhi, **Moti Masjid** or **Pearl Mosque** at Agra speak the glory of Shah Jahan's reign.

The mausoleum of Jahangir built by Shah Jahan is a beautiful specimen of art. Shah Jahan had a collection of precious stones and stored them in two big underground vaults

in Agra. With this collection Shah Jahan made the **Peacock Throne**. It is considered as the richest throne in the world.

Do you know where the Peacock Throne is now?

Akbar used red sand stone for his buildings, but Shah Jahan preferred marble.

According to Percy Brown, "Shah Jahan found the Mughal cities of sand stone and left them of marble"

In Aurangzeb's reign, architecture did not receive much importance.

Music: With the exception of Aurangzeb, the Mughal emperors were fond of music and encouraged this art. Babur was skilled in the art of music. In Akbar's court, there were a number of musicians, Hindus, Iranis, Turanis and Kashmiris, both men and women. **Mian Tansen** was a very famous musician in Akbar's court. Music, both vocal and instrumental, continued to receive encouragement under Jahangir and Shah Jahan.

Painting: The Mughal school of Indian paintings had its origin from Humayun's period. The well-known picture, showing the arrival of Tansen, the Hindu singer, at the court of Akbar, shows the fusion of the Persian and Hindu styles. **Daswant** was an important painter of Akbar's period. He produced many paintings for the book **Razamnama**, the Persian translation of the **Mahabharata**. Jahangir

an excellent critic, and proud of his court painters. He paid heavy prices for pictures that possessed artistic merits. Dara Shukoh was also a patron of paintings.

Learning Outcome

1. Pupil will be able to describe the social, economic, religious and cultural life of people under the Mughals.
2. Pupil will be able to recall the places of historical importance of the Mughal period.
3. Pupil will be able to make an estimation of the contribution of Akbar, Jahangir and Shah Jahan to art and architecture.
4. Pupil will appreciate the development of music during Mughal period.
5. Pupil will be able to point out the places of painting during the Mughal period.

SELF-EVALUATION

I. Choose the Correct Answer

1. The new crop that was introduced in India during the period of Jahangir was
 - a) Wheat
 - b) Rice
 - c) Tobacco
 - d) Pulses
2. Babur was skilled in
 - a) Drawing
 - b) Painting
 - c) The Art of Music
 - d) Dancing
3. The tomb of Itimad - ud-daulah was built by
 - a) Akbar
 - b) Humayun
 - c) Nur Jahan
 - d) Mumtaz
4. The stones used during Akbar's time for construction of buildings were
 - a) Marble stones
 - b) Red sand stones
 - c) Granite stones
 - d) None of the above

II. Fill in the Blanks

1. In Mughal period _____ formed the bulk of the population.
- 2 Prince Dara Shukoh studied _____ with pleasure and love.
3. The Mughal emperors considered _____ horses very dear.
4. _____, the new religion of Akbar, was based on secularism.
5. An important painting of Akbar's period was _____
6. The hall or private audience _____ is in the palace of Fatehpur Sikri.

III. Match the Following

- | | | |
|-----------------|---|------------------------|
| 1. Agra | – | Saint |
| 2. Surat | – | Singer |
| 3. Tukaram | – | Muslin cloth |
| 4. Sonargaon | – | Port |
| 5. Mian Tansen | – | Trading Centre |
| 6. Purana Quila | – | Mahabharata |
| 7. Razamnama | – | Five storeyed building |
| 8. Diwan-i-Am | – | The Mughal prince |
| 9. Panch Mahal | – | Akbar's Office |
| 10. Dara Shukoh | – | Sher Shah |

IV. Answer Briefly

1. Classify the population of the Mughal period according to their economic status.
2. Name the Hindu officials who played an important role in Mughal administration.
3. Mention the important trading centres and ports of the Mughal period.

4. What were the imports and exports during the period of the Mughals?
5. Name a few reformers of Mughal Age.
6. Write a short note on Daswant.
7. Mention the importance of Buland Darwaza.

V. Answer in Detail

1. Explain the social, economic, religious and cultural life of the people during the Mughal Period.
2. Write in detail about Art and Architecture of the Mughals.

CIVICS

UNIT - I

Lesson 1

INDIA- A NATION OF UNITY IN DIVERSITY

Learning Objectives

1. Pupil acquires knowledge that India is an ethnological museum.
2. Pupil understands culture, languages, literature, religion, traditions, festivals, heritage, art and architecture of India as unifying forces.
3. Pupil identifies the unifying factors amidst diversity.
4. To create interest in the mind of the pupil to work for national unity and national integration.

India, also known as **Bharat**, is a big country. Her Civilisation is 5000 years old. She has given birth to the world's most important religions. She provided refuge to other leading religions. People of many races have come to India and settled here. She absorbed them all into her blood and fraternised them as her children. **Unity** and **synthesis** are the embodiments of Indian culture.

Physical Diversity and Unity: India is a vast country extending from the **Himalayas** in the North to **Kanyakumari** in the South. The **Himalayas** separate her from the rest of Asia. The **Arabian Sea**, the **Bay of Bengal** and the **Indian Ocean** make her a peninsula. We find endless diversity in the Indian sub-continent from the **physical point of view**. There are wide differences in her climate, temperature, rainfall, soil, agriculture, flora and fauna etc., Yet the fact that Indian economy has been primarily agricultural led to the development of common characteristics and common outlook. Today India is divided

into 28 States and 6 Union Territories. Her population, according to 2001 census, stood at 1,027,015,247. The States of India are divided on the basis of the languages spoken by the people.

Ask your teacher to elaborate the physical diversity of India and find your- self from the Geography lessons

India-An Ethnological Museum: India has been often described as an ethnological museum from the **human point of view**. Her pre-history tells us about the **Harappan** people who lived in the Indus River areas prior to the coming of the **Aryans**. The **Vedas** speak about the **Aryans** and their spread in the Indo-Gangetic regions. The **Sangam classics** bear testimony to a well developed culture among the **Tamils**, even during the pre-Christian Era, in the extreme south of India. Apart from these early settlers, the **Persians** entered India in the **North West**. The Greeks, the Sakas, the Huns, and the Kushans followed them. The **Arabs**, the Turks, the **Mongols** and the **Mughals** came to India during the medieval times. These people belonged to **many races**. The Europeans, such as the **Portuguese**, the **Dutch**, the **French** and the **English**, came in the modern period. Excepting the Europeans, all others have been absorbed into the stream of Indian life. It is due to this fact that many consider India as an **ethnological museum** of many races. Indian society is a **multi-racial** society.

List out from your History lessons the invaders who came to India and settled here.

Cultural Unity: India's fundamental unity rests upon her peculiar type of culture. **There is no single character or aspect that can be defined as culture. Culture is a product of a corporate civil society.** It is expressed through language, literature, religion, philosophy, customs, traditions, beliefs, art and architecture. Thus culture is a complex of many strands of varying importance and vitality. India has achieved cultural unity by fusion of many cultures. She has assimilated the good qualities from all cultures. She has arrived at a synthesis. Her adjustability, accommodation and spirit of tolerance enable Indian culture survive several vicissitudes. Various cultural groups live side by side in India. This has made Indian society a **multi-cultural** society.

Identify the various cultural groups which live in your locality

Languages in India: People in India speak different languages. There are more than 1652 mother tongues in India. 33 languages are spoken by people numbering over a lakh. In ancient times **Prakrit** and **Sanskrit** were used in most parts of India. Sanskrit is considered as the mother of all North Indian languages. **Devanagiri** is the script used to write Sanskrit and other north Indian languages. **Hindi, Marathi, Gujarathi, Punjabi, Kashmiri, Urdu** and **Bengali** are the major languages spoken in North India. **Assamese** is the language spoken in the North East. **Tamil, Telugu, Oriya, Kannada** and **Malayalam** are the major languages spoken in South India. Many Tribal languages do not have script. **English** became the **common** and **link language** after 200 years of British rule in India. Out of the many Indian languages **18** are recognised as the **official languages**.

Language has never been a hurdle for India's religious and cultural unity. Even before the improvement of roads, communication, printing, the **Mahabharata** and **Ramayana** stories were popular throughout the length and breadth of India. **English** language had cemented the already existing **geographical, religious and cultural unity** of India. It made **political unity** possible.

Literature: India is a treasure house of vast literature. The **Vedas, Mahabharata, Ramayana, Bhagavad Gita**, the **Bible**, the **Quran**, and the **Thirukkural** are familiar with all Indians. These are available in all Indian languages. **Kalidasa's** literary works like **Megadootham** and **Sakunthalam** are still read in many parts of India. **Hindu, Buddhist, Jainist, Saivaite** and **Vaishnavite** philosophical treatises are read in every nook and corner of India. Philosophical interpretations written by saints like **Sankara, Ramanuja, Kabir, Nanak** and **Chaitanya** are widely read. All irrespective of caste and status sings the Thevaram and Nalayira Divya Prbhandam, written by Nayanmars and Alwars. These literary works bring unity among the Indians and act as the **vital unifying force**.

Pupil can list out other literary works which act as unifying force among the Indians.
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Religions and Religious Festivals: India has many religions. Hence she has a **multi-religious society**. **Hinduism** is practised by

more than 82 per cent of the people. According to the 1991 Census there are 11.7 per cent Muslims and 2.3 per cent **Christians** in India. **Sikhism** is followed by 2.0 per cent of the people. The rest of the people follow **Buddhism, Jainism** and other religions. **Hinduism** acts as a great unifying force. Pilgrimages undertaken by the people from the South to the North and vice versa to holy places in India are as old as Indian civilisation. ***Hinduism is catholic in spirit and cultivated the capacity of toleration. It had never encouraged bloody religious wars, excepting, minor persecutions.***

India is famous for religious festivals. Hindu festivals like ***Deepavali, Rama Navami, Krishna Jayanthi, Durga*** or ***Ayutha Pooja, Vinayaka Chaturthi, Holy*** and ***Makara Sankaranti*** or ***Pongal*** are celebrated all over India. Muslims celebrate ***Meeladun Nabi, Bakrid*** and ***Ramzan***. Christians celebrate ***Good Friday*** and ***Christmas***. The Sikhs celebrate ***Guru Nanak Jayanti***. ***Buddha Poornima*** and ***Mahavir Jayanti*** are celebrated by the Buddhists and the Jains respectively. All Indians celebrate the ***New Year Day***. During these festivals people exchange their greetings forgetting their religious affiliations. ***Many without any intolerant incidents observe Kumba Melas and Iyyappan Poojas.*** It speaks of the unity enjoyed by Indians. India's secular character is known from the importance that the Government gives for the peaceful celebration of these festivals with public holidays.

Pupils may be asked to debate on the Unity promoted by Religions and Religious Festivals

Customs, traditions and beliefs associated with all religions promote tolerance, charity, hospitality, good neighbourhood and brotherhood. Religion and religious festivals inculcate moral values and ethical principles in people's mind. This has created a peaceful atmosphere in India over a long period of time.

Art and Architecture: India's art and architecture speak of her grandeur. India is famous for her **Carnatic** and **Hindustani** styles of music. Each region in India is famous for its style of music. Elders and traditionalist love her traditional music. Youngsters love modern music. **Hindi** songs are familiar with **non-Hindi speaking people**. Similarly

non-Hindi hit cinema songs are loved by Hindi speaking people. Indian music has its own character. It promotes unity among Indians.

There are a variety of dance forms in India. The popular ones are **Bharata Natyam, Kuchipudi, Kathakali, Manipuri** and **Oddissi**. These dance forms adopt more or less similar themes from Hinduism during performances. Various folk dances have the influence of Indian cultural life. They promote unity among the Indians.

The paintings at **Ajantha** and **Ellora** are world famous. **Mughal paintings** of **Jahangir's** time are still admired. These paintings express the Indianness in them.

India is adorned with architectural marvels. We can see from Gandhara Art to Indo-Saracenic features in India's architectural remains. India's architecture developed mostly with temples. The **Pallava** monuments at **Mamallapuram**, the **Kailasanathar temple** and **Vaikuntha Perumal temple** at **Kanchipuram** are the ancient architectural remains in South India. The **Brihadeeswara Temple** at Thanjavur, the **Meenakshi Temple** and **Tirumalai Nayak Mahal** at **Madurai**, **Temples at Ramaswaram, Chidambaram, Tiruvannamalai** attract people from North India to visit these holy places. **North Indian temples** at **Kasi, Badrinath, Kedarnath, Haridwar, Amarnath, Puri**, and the **Golden Temple at Amritsar** attract people from South India. The **Taj Mahal** at Agra is world famous. Every Indian is proud of it. Thus architecture has promoted Indian unity.

Pupil may be asked to list out the styles of Indian music, dance and architecture, which promote unity.

FACTORS PROMOTING NATIONAL INTEGRATION

In spite of many diversities there is unity among Indians. Everyone feels that he is an Indian first and foremost and acts in a spirit of unity. This promotes our national integration. There are other factors, which promote our national integration. They are:

1. India's geographical contiguity and its defence
2. Cultural heritage and Cultural Unity

3. Religious Tolerance and Catholicity
4. The Secular Character of Indian Constitution
5. Our national symbols, flag and national anthem and
6. Common economic interest for the well being of all Indians.
7. Observance of National Integration Day on **19 November** every year, Independence Day, Republic Day, and National Cultural and Sports Events.

Ask pupil to speak on the need for national integration

Learning Outcome

1. Pupil will be able to describe the physical diversity and unity of India.
2. Pupil will be able to list out the people of various races in India.
3. Pupil will be able to recall how literature acts as a unifying force.
4. Pupil will be able to write on the religious tolerance and catholicity of Hinduism.
5. Pupil will be able to narrate the factors promoting our national integration.

SELF-EVALUATION

I. Choose the Correct Answer

1. The number of official languages in India is
 - a) 14
 - b) 15
 - c) 18
 - d) 20
2. The link language of India is
 - a) French
 - b) Japanese
 - c) Greek
 - d) English.

3. The Buddhists celebrate
 - a) Mahavir Jayanthi
 - b) Guru Nanak Jayanthi
 - c) Rama Navami
 - d) Buddha Poornima
4. The States of India are divided on the basis of
 - a) Literature
 - b) Architecture
 - c) Language
 - d) Heritage

II. Fill in the Blanks

1. India is a _____ racial society.
2. Indian society is a _____ cultural society.
3. Hinduism is practised by _____ per cent of people in India.
4. The important festival of the Jains is _____
5. _____ is celebrated by the Sikhs.

III. Match the Following

- | | | |
|----------------|---|----------------------|
| 1. Madurai | – | Kailasanathar temple |
| 2. Thanjavur | – | Dance |
| 3. Kanchipuram | – | Music |
| 4. Manipuri | – | Meenakshi temple |
| 5. Hindustani | – | Brihadeeswara temple |

IV. Answer Briefly

1. What is culture?
2. Mention a few languages spoken in India.
3. Who wrote the Thevaram and Nalayira Divya Prabhandam?
4. Mention the festivals of the Christians.
5. Mention the festivals of the Muslims.
6. Mention the North Indian temples.

V. Answer in Detail

1. "India is an ethnological museum of many races" - Explain.
2. "India is a land of Unity in Diversity" - Explain.
3. Mention the factors that lead to National Integration.

Teaching and Learning Activities

1. Prepare an Album about our National Symbols.
2. List out the Holy places of North and South India.
3. Conduct a workshop on National Unity in Diversity.

Lesson 2

THE STUDENT AND THE SOCIETY

Learning Objectives

1. Pupil understands the interdependency of man in the society.
2. Pupil realises the importance of nuclear family and joint family systems.
3. Pupil learns the advantages and disadvantages of the nuclear and joint family systems.
4. Pupil learns how to respect the elders and the neighbours.
5. Pupil understands the value of schooling and education at the tender age.
6. Pupil knows the duties and responsibilities of the Government and the rights and the duties of the citizens.

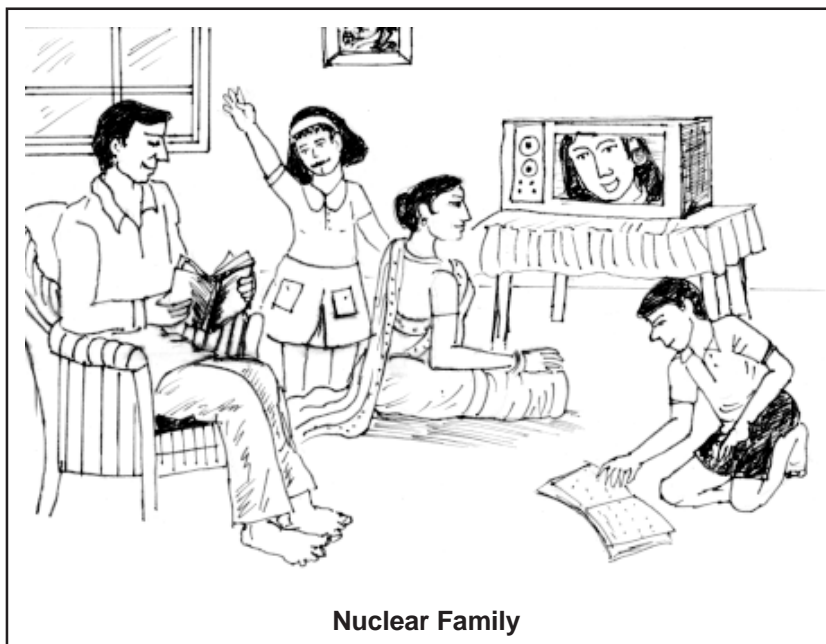
Interdependence of Man: *“The society is a group of individuals who join to live together for the benefit of one another”*. Man cannot live in isolation. Because he is a social animal. His life is certainly based upon interdependence. For instance, man has to depend upon the farmers for his essential requirement of food. In the cycle of dependency the farmers have to depend upon the merchants. The merchants depend upon the retail traders and the retailers on the consumer to sell their products.

Likewise, in the field of education, the pupils are depending upon so many factors like the parents, teachers, textbooks, teaching aids, black boards, school buildings, conveyance, and the Government. Thus man’s life in the society is based upon a strong foundation of interdependence.

Ask your parents and understand the persons upon whom you are dependent to get your food.

Family: Family is the basic unit of the society. Parents and children constitute a family. Generally, father is the head of the family in a paternal society. The mother plays a very important role in maintaining the family. The parents help the children to grow up as good citizens. The children should be useful not only to the family but also to the society. The home is the basic school where the children learn about *Amma* and *Appa*, i.e., mother and father. The children also learn the first lessons of civics and citizenship in their homes.

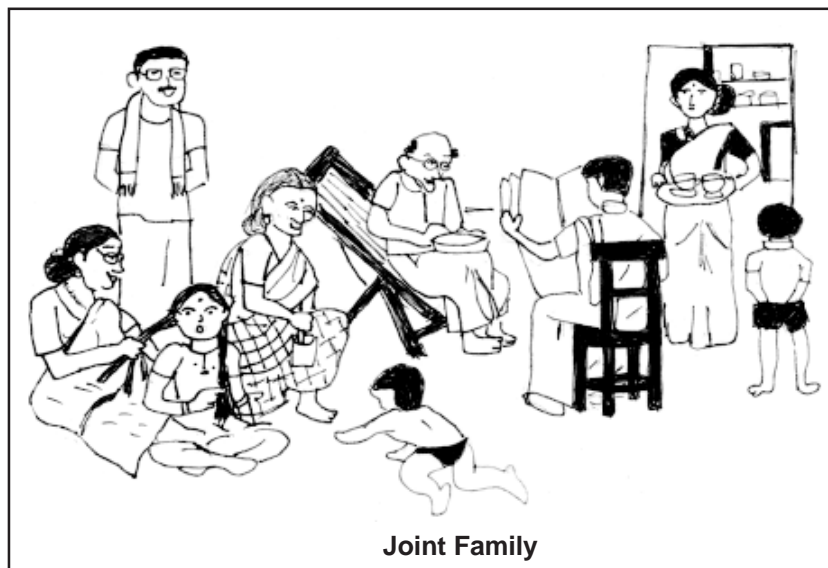
Types of Families : There are two types of families. They are (1) the nuclear or small family and (2) the joint family. The nuclear family is small in size. The joint family is big in size. In the nuclear family, there are minimum number of members like parents and children. In the joint family, along with parents and children there are uncles, aunts, sons - in - law, daughters - in - law, grandfather, grandmother and others.



Advantages of Nuclear or Small Family : 1. There will be high standard of living. 2. Work will be shared among the minimum members of the family. 3. There will be less family problems and 4. There will be more scope for leisure.

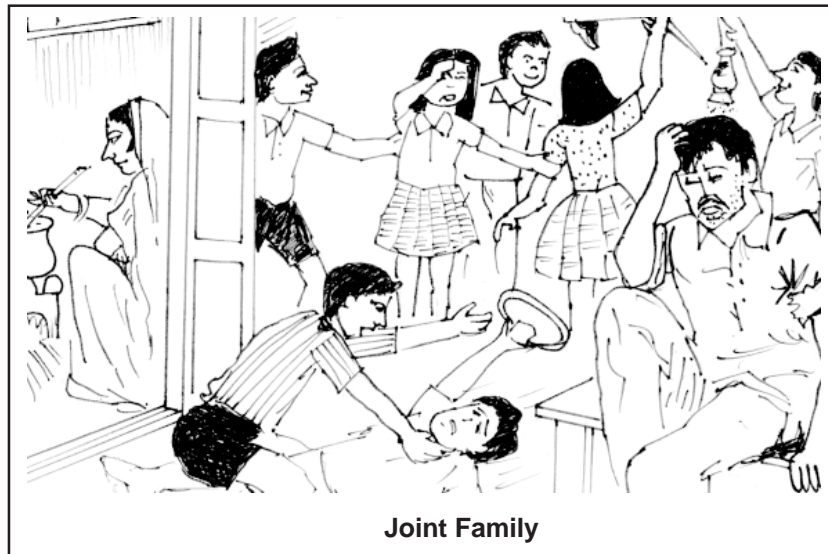
Disadvantages of Nuclear or Small Family : 1. There will be less scope for children to get advice and encouragement from the experienced elders. 2. There will be problems in bringing up the children. 3. Absence of care and affection of the elders to the children.

Advantages of the Joint Family : 1. Work will be divided among the members of the family. 2. Life will be economical and pleasant. 3. There is lot of scope to get advice from the experienced elders. 4. More income may be generated by the family members.



Disadvantages of the Joint Family : 1. There is more scope for the family disputes. 2. Poor standard of living. 3. Some members of the family are forced to do more work.

Whatever may be the advantages and disadvantages of each type, family as the basic unit of the society is responsible for the orderly growth, progress and prosperity of the nation.



Try to know whether you are a member of a nuclear family or a joint family. Of the two systems which is better?

School: Next to the family, the school plays an important role in shaping the career of the children. The schools are the centres of moral, physical and intellectual training of children. Personality development of each pupil takes place at his/her school. Therefore pupil and school play an important role in the society.

Importance of the School: 1. The school provides a golden opportunity for the free mingling of children who are drawn from different sections of the society. 2. It provides good opportunity for the ties of friendship among the children. Such friendship, which develops in the school, continues throughout their life. 3. The children learn in the school the skills of writing, debating, memorizing, cooperation and the world around them. 4. The school enables the younger generation to become the good and responsible citizens. In school, they learn how to respect the elders, the teachers and the law and order of the Government. 5. Along with academic training pupils are also involved in the extra - curricular activities like physical education, social service through the Scouts, Red Cross and Guides. Children are greatly

benefitted by these extra - curricular activities. They are able to serve the community better. 6. Good training is imparted to the children to learn morals and ethics. 7. The school acts as a powerful social organisation in moulding the character of the children. The children enter the school as children and leave it in their teenage as adolescence. 8. The school enables the overall development of the boys and the girls.

The experience gained by the students at the school help them to do some service to the society. After the completion of school education, students go for higher education according to their desire and talent. Even in that stage they render service to the society.

1. Know the important personalities of your school who are placed in top positions.
2. Have a concrete thinking about your future after finishing your school education.

Role of Students in Villages : India is a land of villages. India's development is based upon the improvement of her villages. Villages are the backbone of the Indian economy. Most of the students come from the villages. Village life is peaceful and free from much disturbance. The students in the villages are involved in agricultural activities apart from their school hours. They are also able to understand the importance of religious faith, simplicity, joint family system and good neighbourly relationship. They should also contribute to keep the village environment clean. They can make a joint effort with co-students to preserve our natural resources. They can educate the illiterates. They can help the aged, physically handicapped and poor. These activities of the students in society will earn them good name.

If you are a city student please visit and stay for a few days in a village nearer to you. Assess the difference between city life and village life

Neighbours : It is a social obligation that we should understand the problems of our neighbours. We have to accommodate ourselves accordingly. As far as possible we should be friendly with them. A

student has no inhibition in making friendship with the neighbours. He/she should act as a bridge between his/her parents and their neighbours.

A cultured man is always well disposed towards his neighbours. The following things are to be borne in mind while making friendship with our neighbours.

1. To take part in the happiness and sorrow of our neighbours.
2. To participate in each other's religious and family functions.
3. To treat the neighbours with greater amount of kindness.
4. Having involvement in the problems of our neighbours and helping them to tide over from the same.
5. We should not develop jealousy in the progress made by our neighbours.
6. We should enjoy our rights without disturbing others. This may be done by reducing the volume of radio and television. If this is done, the patients and the students in the neighbourhood will feel happy.
7. Following the queue system in the public places like Banks, Post Offices, hospitals, ration shops, Railway booking counters, bus stands etc.
8. By respecting the Law and Order, we are indirectly helping our neighbours.
9. Not to discuss loudly about politics and cinema and to generally avoid discussion on unnecessary matters.
10. Avoid the habit of smoking, chewing, using tobacco, narcotic items etc.
11. To maintain hygiene in the surrounding areas where we live.
12. To always maintain good rapport with others on humanitarian grounds.

Citizens of India : 'Citizen' means a member of the country to which he/she belongs. Citizens enjoy certain rights guaranteed to them. All Indians are the citizens of India. Today's students will be

tomorrow's future citizens. They should possess the desirable good qualities of citizens. The following are some of the good qualities of citizens. They should

1. have patriotic feelings.
2. try to have good education.
3. exercise the franchise in periodical elections.
4. be capable of doing hard work.
5. should be tolerant.
6. should have the tendency to help others.
7. sincerely love the neighbours.
8. keep the surroundings neat and clean.
9. should have knowledge of the country, particularly the current affairs.
10. not evading the tax payments, which are due to the government.

Students can show their patriotism by sincerely participating in the Republic Day, Independence Day Celebrations and other activities. By attending the temple festivals they can promote our culture.

Students and Government's Duties : It is the duty of the government to implement welfare measures for the benefit of its people. The students can assist the government in the discharge of its following duties.

1. To maintain law and order.
2. To promote the welfare of the people.
3. To reduce the volume of unemployment and poverty.
4. To punish the law breakers and the anti-social elements.
5. To seriously punish the tax evaders.
6. The Government must provide the basic needs like education, public health, roads, protected drinking water and housing facilities.

It is the right of the citizens to get infrastructure facilities from the government. At the same time it is the duty of the citizens to safeguard the facilities provided by the Government. Thus the rights and duties of the Government and the citizens are the two sides of a coin. Certainly they are complementary to each other. Once again, it is the duty of the citizens to protect the public properties and co-operate with the government to implement the economic, social and welfare programmes.

Do you have the above qualities of good citizen? Ask yourself.

Learning Outcome

1. Pupil will recall the Interdependence of man.
2. Pupil will explain the types of families and their advantages and disadvantages.
3. Pupil describes the value of school life.
4. Pupil narrates the role of students in villages.
5. Pupil explains what to keep in mind while making friendship with neighbours.
6. Pupil recalls the rights and duties of citizen and the Government.

SELF-EVALUATION

I. Choose the Correct Answer

1. We depend for our food on
 - a) Hotels
 - b) Farmers
 - c) Parents
 - d) Merchants
2. The basic unit of the society is
 - a) Family
 - b) House
 - c) Village
 - d) City
3. Villages in India are the backbone of our
 - a) Economy
 - b) Culture
 - c) Food
 - d) Dance

4. The Nuclear family is
- a) Large in size
 - b) Small in size
 - c) Medium in size
 - d) None of these
5. A good citizen must have
- a) Patriotism
 - b) Good education
 - c) Tolerance
 - d) All the above

II. Fill in the Blanks

1. The nuclear family is known as _____
2. Next to family, the _____ plays an important role.
3. Villages are the backbone of the Indian _____
4. Cultured man is always well disposed towards his _____
5. Citizen means a _____ of the country.

III. Match the Following

- | | | |
|------------|---|--|
| 1. Home | – | Centre of moral, physical and intellectual education |
| 2. School | – | Patriotism |
| 3. Village | – | Basic school |
| 4. Citizen | – | Peaceful Life |

IV. Answer Briefly

1. Define society.
2. Define the term family.
3. What is the role of the school?
4. Mention some of the extra-curricular activities in the school.
5. Point out some good qualities of citizens.
6. Mention some of the duties of a Government.

V. Answer in Detail

1. Explain the types of families and point out their advantages and disadvantages.

2. How school education develops the moral, physical and intellectual growth of a child?
3. What are the things one has to bear in mind while making friendship with neighbours?
4. What are the qualities of a good citizen?

Teaching and Learning Activities

1. Organise for a group discussion about the advantages and disadvantages of nuclear family and joint family.
2. Participate in extra-curricular activities and learn how to serve the society.
3. Prepare an Album on nuclear family (individual family) and joint family.

Lesson 3

THE CONSTITUTION OF INDIA - ITS SALIENT FEATURES

Learning Objectives

1. Pupil acquires knowledge about the Constitution of India.
2. Pupil understands the meaning of the Preamble
3. Pupil knows what are Fundamental Rights
4. Pupil recognises what are the Directive Principles of State Policy
5. Pupil comprehends the Fundamental Duties.
6. Pupil knows about the Union and State Governments
7. Pupil understands the Division of Powers

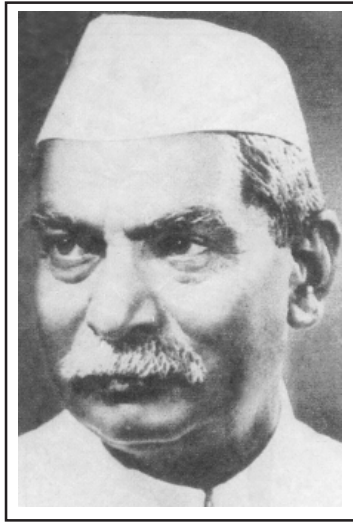
The British ruled India for more than 200 years. They ruled us according to the British Parliamentary Acts. The rules and regulations framed by the English Governors and Governors - General were also followed in administering India. Towards the end of the British rule a **Constituent Assembly** was convened on 9 December 1946. It was to draft a constitution for the undivided India. It consisted of the representatives of Indian people. Its provisional president was **Dr.Sacchidananda Sinha**.

The Indian Independence Act was passed in July 1947. India was partitioned according to this Act. India became independent on 15 August 1947. The Constituent Assembly met again on 14 August 1947. It began its work. While the work was in progress, Dr.Sinha died. **Dr.Rajendra Prasad** became the president of the **Constituent Assembly**. Later he also became the **first President** of the Indian Republic.

A **Constitution Drafting Committee** was formed to draft a Constitution for India. Its Chairman was **Dr.Bhima Rao Ambedkar**. This Committee prepared and presented the draft Constitution. It was adopted by the Constituent Assembly on **26 November 1949**.

The Constitution of India came into effect on **26 January 1950**. This day is known as the **Republic Day**. It is being observed every year.

OUR CONSTITUTION MAKERS



Dr.Rajendra Prasad



Dr.B.R.Ambedkar

Salient Features of our Constitution: The Constitution of India is a **lengthy written** document. It is **flexible** to some extent. Its salient features can be understood from the following parts of the constitution:

- I. **The Preamble**
- II. **The Articles** (395 in number divided into 22 parts)
- III. **The Schedules** (12 in number in A.D. 2000)
- IV. **The Appendix** and
- V. **The Amendments** (83 in number in A.D. 2000)

The **Central, State Governments, Union Territories**, their offices, the **Supreme Court, High Courts**, other Courts, the **Election Commission of India** and all other **Government bodies** function on the basis of the broad guidelines found in the above parts of the constitution.

The Preamble: The Preamble of our Constitution states that India is a **Sovereign Socialist Secular Democratic Republic**. Its aim is to secure to all Indian Citizens **Social, economic and political justice**. The Constitution guarantees **Liberty** of thought, expression, belief, faith and worship to all. It gives **Equality** of status and of opportunity to all. It wants to promote **Fraternity** among all Indians. It assures the individual dignity of all. It aims to promote the Unity and Integrity of the Nation. Thus the Preamble consists of the foremost noble ideals of the Constitution. The sovereignty of the people of India is found expressed in the beginning part itself. People of India are powerful. They make Indian democracy a success. India is the largest democratic country in the world.

Liberty, Equality and **Fraternity** were the important slogans during the French Revolution in 1789. They are given importance in the Preamble of our Constitution.

Federal State: India, i.e., **Bharat**, is a **Union of States**. Therefore the Constitution is **federal** in character. The Indian Union comprises of the **Central** and **State Governments** and the **Union Territories**. At present there are **28 States** and **6 Union Territories**. The States of India are divided on the basis of the languages spoken by the people. In spite of the existence of several States we all belong to one Nation i.e., **Bharat**.

Citizenship: Though India is a federal country we have only **single Citizenship**. We are known as Indian citizens. The **Citizenship Act, 1955** mentions the qualifications to acquire citizenship rights. It can be acquired by **birth, descent, registration, naturalisation** and other specified ways. The Indian citizens are ensured of certain fundamental rights by the Constitution.

Find out from your teacher how you are considered as a citizen of India

Fundamental Rights: All Indian citizens are guaranteed of the following important six Fundamental Rights. They are mentioned in the Articles of the Constitution from 12 to 35.

1. **Right to Equality**
2. **Right to Freedom**
3. **Right Against Exploitation**
4. **Right to Freedom of Religion**
5. **Cultural and Educational Rights**
6. **Right to Constitutional Remedies**

When the individuals' fundamental rights are affected, she/he can go the court. The courts can protect these rights of the individuals. Thus they are **enforceable** by the courts of law. These Fundamental rights tell about the democratic character of our Constitution. They also protect the individual Human Rights of every citizen of India.

The Directive Principles of State Policy : Mere laws and acts can not rule a country. The Government should also work for the welfare of the people. Articles 36 to 51 of the Constitution set out about 19 welfare objectives. The Government is expected to take policy decisions on these and implement them for the well being of the Indian people. The Government has to

1. Secure adequate means of livelihood to all its citizens.
2. Raise the standard of living of the people.
3. Improve Public Health.
4. Provide Free and Compulsory Education for Children.
5. Prevent concentration of wealth in the hands of a few.
6. Provide free legal aid to the poor.
7. Preserve the country's natural resources.
8. Promote international peace and security.

There is a difference between these principles and the fundamental rights. These are not enforceable by the courts of law.

However, these are fundamental to the governance of the country. The Government can not neglect these while administering the country.

Are you benefitted by the Governments' Welfare measures?
Find out from your teacher how you are benefitted

Fundamental Duties: The Indian citizens are expected to discharge certain fundamental duties. They are stipulated in Article 51A. The 42nd Amendment Act incorporated it in 1976. They are:

1. Obeying the Constitution and respecting the National Flag and National Anthem.
2. Following the noble ideals of our Freedom Struggle.
3. Protecting the sovereignty, unity and integrity of India.
4. Rendering National Service when required.
5. Promoting harmony and the spirit of common brotherhood among all the people of India.
6. Preserving our rich cultural heritage.
7. Protecting and preserving our natural environment.
8. Safeguarding our public property and giving up of violence.

The Union Government: The Union or Central Government of India function on the basis of **Parliamentary Democracy**. Articles 52 to 151 of the Constitution deal about the **Union Executive, Legislature** and the **Judiciary**. The **President of India** is at the top of the Central Executive. The Prime Minister and his/her council of Ministers discharge the real executive functions.

Who is the President of India now?

Answer:

Who is the Prime Minister of India now?

Answer:

The **Parliament** is the **Central Legislature**. It consists of the **Lok Sabha** and the **Rajya Sabha**. The present strength of the **Lok Sabha is 545**. The people directly elect the Lok Sabha members.



India's Parliament, New Delhi

Voting right is given to all citizens of India who have completed **18 years of age**. The **Rajya Sabha** is a **permanent** body. According to the Constitution, it can have 250 members. Out of these 238 members are elected by the representatives of the legislatures of the States and Union Territories. The President of India nominates 12 members. Except money bills the Rajya Sabha has equal powers with the Lok Sabha.

The Supreme Court of India: Our Constitution provides for an independent judiciary. The **Supreme Court** is the highest judicial body in India. It has both original and appellate jurisdictions. It is situated at **New Delhi**. Its authorised strength is 26 including the Chief Justice.



The Supreme Court of India, New Delhi

However, the Parliament can increase the number of judges in it. The judges hold office till the age of 65.

To audit the Government accounts there is a **Comptroller and Auditor - General of India**. The President appoints him. She/he prepares the audit reports on the Union and States' accounts.

The States: Articles 152 to 237 deal about the administration of the States. The **Governor** is at the top of the **State Executive**. The **Chief Minister** and her/his **Council of Ministers** discharge the real executive functions.

Who is the Governor of Tamil Nadu now?
Answer:
Who is the Chief Minister of Tamil Nadu now?
Answer:

Some states have bicameral legislatures, i.e., two bodies such as the **Legislative Assembly** and **Council**. Tamilnadu has **Unicameral** legislature i.e., only the **Legislative Assembly**. Each State in India has a **High Court**. The President of India appoints the judges of the High Courts. They hold office till the age of 62. These courts function independently. They have superintending power over the subordinate courts in their jurisdictions.

Division of Powers: India is a federal state. Therefore, there is division of powers between the Central and State Governments. The Constitution lists 97 subjects in the **Union List**. 66 subjects are in the **State List**. 47 subjects are in the **Concurrent List**.

Other Features: There are provisions in the Constitution for dealing with the finance, property, contracts and suits of the Government. **Right to property is ensured in Article 300A**. The Centre is empowered to regulate trade and commerce among the States. **A Public Service Commission is set up to select the employees of the Government as per the Constitution**. The **Election Commission of India** functions according to our Constitution. There are **Emergency Provisions** and laws relating to miscellaneous matters. Thus the Constitution of India is a broad framework on which the administration of the country is carried on.

Learning Outcome

1. Pupil will be able to recall the services of Dr.B.R.Ambedkar.
2. Pupil will be able to define the Preamble.
3. Pupil will be able to reason out why India is called a federal state.
4. Pupil will be able to list out the Fundamental Rights.
5. Pupil will be able to point out the Directive Principles of State Policy.
6. Pupil will be able to explain the Fundamental Duties.
7. Pupil will be able to describe briefly about the Union and State Governments.
8. Pupil will be able to explain the division of powers between the Union and the States.

SELF - EVALUATION

I. Choose the Correct Answer

1. The President of the Constituent Assembly after 1947 was
 - a) Nehru
 - b) Dr.Radhakrishnan
 - c) Dr.Rajendra Prasad
 - d) Gandhi
2. The Chairman of the Constitution Drafting Committee was
 - a) Dr.B.R.Ambedkar
 - b) Dr.Sinha
 - c) Dr.Rajendra Prasad
 - d) Nehru
3. The Constitution was adopted on
 - a) 26 November 1948
 - b) 26 November 1949
 - c) 26 November 1950
 - d) 26 November 1947
4. Republic Day is observed on
 - a) 26 December
 - b) 26 February
 - c) 26 November
 - d) 26 January
5. The number of Articles in the Constitution is
 - a) 395
 - b) 295
 - c) 495
 - d) 595

6. Fundamental Duties are stipulated in Article
 - a) 50A
 - b) 52A
 - c) 51A
 - d) 53A
7. The present strength of the Lok Sabha is
 - a) 545
 - b) 550
 - c) 500
 - d) 454
8. Voting age is
 - a) 20
 - b) 21
 - c) 19
 - d) 18
9. The highest judicial body in India is
 - a) The High Court
 - b) The Supreme Court
 - c) The District Court
 - d) The Tribunal
10. At the top of the State Executive is
 - a) The President
 - b) The Chief Minister
 - c) The Governor
 - d) The Chief Justice
11. The Union List consists of
 - a) 97 subjects
 - b) 96 subjects
 - c) 95 subjects
 - d) 94 subjects

II. Fill in the Blanks

1. The Indian Independence Act was passed in _____
2. The first President of the Indian Republic was _____
3. The Constitution of India is a lengthy _____ document.
4. India is a Sovereign Socialist _____ Democratic Republic.
5. India is a Union of _____
6. We have only _____ citizenship.
7. Fundamental Rights are _____ by the courts of law.
8. The Central Government of India function on the basis of Parliamentary _____
9. The _____ of India is at the top of the Central Executive.
10. The Rajya Sabha is a _____ body.
11. The Supreme Court is situated at _____

12. The _____ of India appoints the judges of the High Courts.

III. Match the Following

- | | | |
|-----------------------|---|--------------------------------------|
| 1. Dr.Rajendra Prasad | – | 1955 |
| 2. Dr.B.R.Ambedkar | – | 26 January |
| 3. Republic Day | – | 1976 |
| 4. Citizenship Act | – | President of
Constituent Assembly |
| 5. 42nd Amendment Act | – | Chairman, Drafting Committee |

IV. Answer Briefly

1. When did the Constitution come into effect?
2. Which Articles contain the Fundamental Rights?
3. Which is the Central Legislature?
4. Who elect the members of the Lok Sabha?
5. Who appoints the judges of the High Courts?

V. Answer in Detail

1. What parts constitute the constitution of India?
2. Explain the Preamble.
3. Point out the Fundamental Rights.
4. Mention some of the Directive Principles of State Policy.
5. What Fundamental Duties the Indian Citizens have to discharge?
6. Write about the Union Government.
7. Explain the salient features of the Constitution of India.

Teaching and Learning Activities

1. Prepare a chart showing Fundamental Rights, the Directive Principles of State Policy and Fundamental Duties.
2. Draw a Diagram of the Union and State Government set up.
3. Prepare a chart on Division of Powers between the Union and the States.
4. Use the Bare Act of Constitution to teach the pupil.

UNIT - II

Lesson 4

FUNDAMENTAL RIGHTS, DUTIES AND DIRECTIVE PRINCIPLES OF STATE POLICY

Learning Objectives

1. Pupil understands the importance of Fundamental Rights.
2. Pupil learns about the Fundamental Rights.
3. Pupil knows the fundamental duties of the citizens.
4. Pupil understands the Directive Principles of State policy.
5. Pupil learns about the differences between the Fundamental Rights and Directive Principles of State Policy.

The Constitution of the Republic of India is a set of laws laid down to govern our Nation. Every Citizen has certain Rights which are guaranteed by our Constitution. They are called **Fundamental Rights**. These Fundamental Rights enable the people to live freely and happily in a Democratic set up. They are the natural rights. They are essential for good life. They are as follows :

1. The Right to Equality (Articles 14 to 18) : All men are born equal and therefore they should be treated equally. Our Constitution guarantees the Right to equality for all citizens. In India, the rule of law is followed. All Citizens are equal before law. There is no discrimination of any Citizen on the basis of caste, religion, sex or place of birth. No one can be discriminated to have access to shops, public hotels, and places of entertainment etc.

Similarly wells, tanks, bathing ghats, roads and places of public resorts under the Government's control are thrown open equally to all.

Equality of opportunity is guaranteed to all in matters of public employment. However, there are certain laws, which protect the interests of certain weaker sections of the society. For example, the Socially and Economically Backward Classes, the Scheduled Castes and Scheduled Tribes are given reservation in employment, School and College admissions, etc.

Article 17 of the constitution deals with the Abolition of Untouchability. It forbids untouchability and declares its practice by anybody as a punishable offence.

2. Right to Freedom : Freedom of the individual is the essence of Democracy. Therefore our Constitution guarantees every citizen the right to freedom. According to this all have freedom of thought. All citizens have equal rights to freedom of speech and expression. They can assemble peacefully and without arms. They can form associations or unions. They can move freely to any part of India. They can live in any part of India. They can practice any trade or occupation. No body can be punished except for the violation of law. Every individual's life and personal liberty is protected. The constitution lays certain norms for arrest and custody. Every individual's human right is safeguarded in the Constitution.

But all these freedoms are not without any restrictions. One should exercise his freedom, in such a way as not to affect the freedom of the others.

Know from your teacher how one can be arrested and how long one can be kept in custody.

3. Right against Exploitation : No individual can be forced or compelled to do work without wages. Women and children should not be exploited. Children should not be employed. They should not be engaged in dangerous works. Children below 14 years shall not be employed to work in any factory or mine or in any dangerous works.

4. Right to Freedom of Religion : The Constitution guarantees religious freedom to all citizens of India. All religions are treated alike. Freedom is given to all religious bodies to manage their affairs. The Government does not interfere in the religious practice of the people except to maintain public order.

5. Cultural and Educational Rights : India is a land of many languages, scripts and cultures. There are many minority groups. They

have the right to conserve their culture. They have the right to establish and administer educational institutions of their choice. The Constitution provides protection for the cultural and educational rights of all groups of people in India.

6. Right to Constitutional Remedies : The Right to Constitutional Remedies enables the citizens to go to the Supreme Court directly when there is any violation of the Fundamental Rights.

Fundamental Duties: According to the 42nd Amendment passed in 1976 a set of Ten Fundamental Duties of citizens was included in the Constitution of India. They are :1. To abide by the Constitution and respect the ideals and Institutions.2. To respect National Flag and National Anthem, 2. To realise and follow the essential ideals of Non-violence, Democracy and Secularism, 4. It is the duty of every citizen to preserve the rich heritage of our Culture, 5. To protect the Sovereignty, Unity and Integrity of our Nation, 6. To safeguard public property, 7. To defend our Country even at the cost of our life, 8. To protect Natural Resources, 9. To avoid Dowry, Gambling and other Social evils. 10. To strive towards excellence in their respective spheres of activity.

Directive Principles of State Policy : Next to Fundamental rights the Directive Principles of State Policy are given in the Constitution. Our Constitution makers realised the need for improving the condition of the poor, illiterate, the socially and educationally backward masses. Part IV of the Constitution explains the Directive Principles of State Policy. These **principles are not enforceable by any court**. But they are fundamental for the governance of the country. The Government is duty bound to apply these principles while making laws. They aim at promoting the **Social Welfare** of the people.

The Directive Principles of State Policy direct the Government to (1) secure all its citizens an adequate means of livelihood, (2) make all material resources beneficial to the common good, (3) prevent concentration of wealth, (4) ensure both men and women get equal pay for equal work, (5) prevent child labour, (6) make provision for free legal aid to the poor, (7) organise village panchayats, (8) secure the right to work, education and public assistance to the unemployed, aged, sick and disabled, (9) provide maternity relief to working women, (10) promote cottage industries, (11) secure uniform civil code, (12) **provide free and compulsory education for children of 14 years of**

age, (13) promote the education and economic condition of the scheduled caste, scheduled tribes and other weaker sections, (14) raise the standard of living and improve public health, (15) organise agriculture and animal husbandry, (16) protect and improve the environment, (17) safeguard forests and wildlife, (18) protect monuments of historical interest, (19) separate judiciary from executive and (20) promote international peace and security.

Differences between Fundamental Rights and Directive Principles of State Policy

Fundamental Rights	Directive Principles
1. Even the Government cannot take away or abridge these rights.	These are mere instructions to the Government.
2. These are enforceable in law courts.	These are not enforceable in any court.
3. The Government cannot take policy decisions on these rights	The Government has powers to make policy decisions on these principles
4. These rights strengthen political democracy	The implementation of these principles ensures social and economic democracy.
5. These are natural rights	These lead to protect human rights.

Learning Outcome

1. Pupil will be able to list out the Fundamental Rights guaranteed in our Constitution.
2. Pupil will be able to explain the importance of Fundamental Rights.
3. Pupil will be able to describe the fundamental duties.
4. Pupil will be able to explain what is meant by Directive Principles of State Policy.
5. Pupil will be able to point out the differences between Fundamental Rights and Directive Principles of State Policy.

SELF-EVALUATION

I. Choose the Correct Answer

1. Fundamental Rights help the people to live
 - a) Without freedom
 - b) Get benefits
 - c) With prosperity
 - d) Freely and happily
2. Fundamental Rights are
 - a) enforceable by courts of law
 - b) not enforceable by the courts of law
 - c) Instructions
 - d) mere laws.
3. Untouchability has been abolished by
 - a) Articles 14
 - b) Articles 13
 - c) Article 17
 - d) Article 18
4. Right against exploitation is
 - a) A fundamental right
 - b) Directive Principle
 - c) Order of the Court
 - d) State Law

II. Fill in the Blanks

1. Untouchability has been declared as _____ offence.
2. Rights to express one's thought is called freedom of _____
3. Children below 14 years should not be _____ in dangerous works.
4. Under freedom of religion the Government does not interfere in the _____ practice of the people.

III. Match the Following

- | | | |
|---|---|---------------------------------|
| 1. Equality | – | Directive principles |
| 2. Protection of minorities | – | Not enforced by law |
| 3. Free and compulsory education for children | – | Rule of law |
| 4. Fundamental rights | – | Cultural and educational rights |
| 5. Directive Principles | – | Enforced by law |

IV. Answer Briefly

1. What is meant by Fundamental Rights?
2. Write down one or two Fundamental Rights guaranteed in our Constitution?
3. What Right enables you to express your thoughts freely?
4. What Right prevents the employment of children below 14 years of age in dangerous works?
5. List out a few fundamental duties.
6. Are the Directive Principles of State Policy enforceable by the courts of law?

IV. Answer in Detail

1. Explain the Fundamental Rights guaranteed by your Constitution.
2. Write down the duties of a citizen.
3. Explain the Directive Principles of State Policy.
4. Mention the differences between Fundamental Rights and Directive Principles of State Policy.

Teaching Learning Activities

Prepare a chart containing Fundamental Rights and display it in the class.

Prepare a chart containing the Directive Principles of State Policy and display it in the class.

Lesson 5

THE U.N. DECLARATION ON HUMAN RIGHTS

Learning Objectives

1. Pupil knows the meaning of human rights.
2. Pupil understands the U.N. Declaration on Human Rights.
3. Pupil learns the Civil and Political Rights.
4. Pupil learns the Economic, Social and Cultural Rights.
5. Pupil knows how human rights are protected.
6. Pupil learns the role of the U.N.O in protecting human rights.

WHAT ARE HUMAN RIGHTS?

All human beings are born equal. They are equal in dignity and respect. Each individual has the right to live decently. Everyone has the right to work for a living. Individuals have the right to move freely anywhere in the world. They have the right to speak in their language. They have the right to live according to their culture and tradition. These **basic rights** of mankind were described as **natural rights** in the 17th century. They became legal and **Rights of Man** in the 18th Century. They were gradually written into the national constitutions. **The French Declaration of the Rights of Man and of the Citizen of 1789 and the American Bill of Rights of 1791** are certain examples. A number of independent states adopted these principles in the 19th century. Later **social and economic rights of man** also came to be recognized. These are now known as **Human Rights**.

The Rights of man were prevented or eliminated in several parts of the world due to several factors. During the 20th Century Colonialism, Imperialism, the First World War, Rise of Totalitarian regimes, Nazism, Fascism, the Second World War and the policy of

Apartheid led to gross violation of the basic or human rights of mankind. They proved that Governments of some countries alone couldn't protect the human rights of mankind. Therefore the International Body namely the **United Nations Organisations** took up the matter.

The U.N. Declaration on Human Rights, 1948: The United Nations Organisation was established on 24 October 1945. Immediately after its establishment a Commission was set up to draw the Human Rights under the Economic and Social Council. It is called as the **Commission on Human Rights**. This Commission drafted the International Bill of Human Rights. It was adopted by the United Nations General Assembly on **10 December 1948**. It is known as the **Universal Declaration of Human Rights**. It is considered as a '**Common standard of achievement for all peoples and nations**'; There are **30 Articles** in this Declaration. Its preamble recognizes the '**inherent dignity and the equal and inalienable rights of all members of the human family**'. The Articles describe the Human Rights.

The Declaration expresses the **Universality of Rights of Man**. It recognizes the equality of human dignity. All human beings are entitled to the rights set out in this Declaration without discrimination of any kind. The rights mentioned in the 30 articles are broadly of two kinds. They are (1) **Civil and Political Rights**, and (2) the **Economic, Social and Cultural Rights**.

The Civil and Political Rights: The civil and political rights are intimately related to modern democracy. The protection of these rights would help the success of democracy. These rights are (1) the Rights to life, liberty and security of person; (2) Freedom from slavery and torture; (3) Equality before the law; (4) Protection against arbitrary arrest, detention or exile; (5) the Right to a fair trial; (6) the Right to own property; (7) the Right to political participation; (8) the Right to marriage; (9) the Fundamental freedoms of thought, conscience and religion, opinion and expression; (10) Freedom of peaceful assembly and association; (11) the Right to take part in the government of his/her country, directly or through freely chosen representatives.

The Indian Constitution contains many of these rights in Part III under Fundamental Rights.

The Economic, Social and Cultural Rights: Man does not live with just freedom of speech and belief. He has to be free from **fear** and **want**. Therefore the U.N.O. gave equal status to economic, social and cultural rights also. These rights include (1) the Right to work; (2) the Right to equal pay for equal work; (3) the Right to form and join trade Unions; (4) the Right to an adequate standard of living; (5) the Right to education; and (6) the Right to participate freely in cultural life.

How Human Rights are protected?

The Universal Declaration of Human Rights applies to all countries. When this was adopted in 1948 there were 58 member states in the U.N.O. The content of the Declaration was elaborated in 1966. The U.N.O. adopted two Covenants in that year. They are (1) The **International Covenant on Economic, Social and Cultural Rights** (ICESCR) and (2) the **International Covenant on Civil and Political Rights** (ICCPR) and an **Optional Protocol** to it. They were adopted on 16 December 1966. The Member States agreed to take measures for their implementation. By 1996 129 states out of 185 had ratified these covenants. These covenants are **legally binding** upon the States parties to them. Therefore the State is the guarantor. It is the protector of human rights. It is the task of all Member States of the U.N.O. to protect human rights in their nations. They have to promote and encourage respect for human rights. They have to prevent the violation of human rights. The member countries take several measures to protect human rights. They follow certain procedures for their implementation. They send periodic reports to the U.N.O. on their implementation and protection of human rights.

The international community views the threat to the peace and security in the world caused by the violation of human rights seriously. **The World Conference on Human Rights, held at Vienna in 1993** considered it. This Conference adopted the Vienna Declaration and Programme of Action. It stated that the “**promotion and protection of all human rights is a legitimate concern of the international community**”. In India, the Government of India passed an Act in 1993. According to it the **National Human Rights Commission** was set up in 1993 at **New Delhi**. There are **State Human Rights Commissions** in the states. They promote and protect the human rights of the people in India.

The Other Instruments of the U.N.O to protect Human Rights:
There are a large number of conventions, declarations and

recommendations adopted by the U.N. General Assembly on human rights. They elaborate the rights set out in the Universal Declaration. They apply to all member states. But they do not have the same legal force as the conventions which are **legally binding**. Some of them are **(1) Convention on the Prevention and Punishment of the Genocide, 1948; (2) Conventions on the Status of Refugees, 1951; (3) Convention on Political Rights of Women, 1952; (4) Convention concerning the Abolition of Forced Labour 1957; (5) Declaration of the Rights of the Child, 1959; (6) Declaration on the Elimination of Discrimination against Women, 1967; (7) Convention on the Rights of the Child, 1989** (This came into force on 2 September, 1990. 187 states had become parties to it on 31 May, 1996); and **(8) the Declaration on the Elimination of Violence against Women 1993**. Thus the U.N.O has been playing a big role in the protection of human rights at the world level.

Learning Outcome

1. The pupil will be able to define what is meant by human rights.
2. The pupil will be able to point out the civil and political rights.
3. The pupil will be able to mention the economic, social and cultural rights.
4. The pupil will explain how human rights are protected.
5. The pupil will be able to point out the other instruments of the U.N.O to protect human rights.

SELF-EVALUATION

I. Choose the Correct Answer

1. The Basic rights of mankind were described in the 17th century as
 - a) Human rights
 - b) Natural rights
 - c) Civil rights
 - d) Rights of Man.
2. Natural rights became rights of man in the
 - a) 19th Century
 - b) 18th Century
 - c) 16th Century
 - d) 17th Century

3. The U.N. Declaration of Human Rights was adopted on
 - a) 24 October 1944
 - b) 24 October 1945
 - c) 10 December 1996
 - d) 10 December 1948
4. Fundamental Rights in the Indian Constitution are in
 - a) Part III
 - b) Part II
 - c) Part IV
 - d) Part V
5. The World Conference on Human Rights at Vienna was held in
 - a) 1994
 - b) 1992
 - c) 1993
 - d) 1995
6. The Convention on the Rights of the Child was adopted in
 - a) 1989
 - b) 1990
 - c) 1987
 - d) 1988.

II. Fill in the Blanks

1. The French Declaration of the Rights of Man and of the Citizen was made in _____
2. There are _____ articles in Universal Declaration of Human Rights.
3. The Member States send periodic reports to the _____
4. The National Human Rights Commission was set up in India in 1993 at _____
5. The _____ has been playing a big role in the protection of human rights.

III. Match the Following

- | | |
|--|--------------------|
| 1. American Bill of Rights | – 10 December 1948 |
| 2. The Universal Declaration
Human Rights | – 1966 |
| 3. ICESCR | – 1791 |

IV. Answer Briefly

1. How the basic rights of mankind described in the 17th century?
2. What led to the gross violation of human rights?
3. When did the U.N. General Assembly adopt the Declaration of Human Rights?
4. What are two broad kinds of rights in the Declaration of Human Rights?
5. Point out a few civil and political rights.
6. Mention few economic, social and cultural rights.
7. Mention briefly how human rights are protected.

V. Answer in Detail

1. Write about the Universal Declaration of Human Rights.
2. Explain how human rights are protected?
3. List out the Civil and Political rights.
4. List out the Economic, Social and Cultural rights.
5. Mention some of the other Instruments on Human Rights.

Lesson 6

NATIONAL AND STATE HUMAN RIGHTS COMMISSIONS

Learning Objectives

1. Pupil acquires knowledge about National Human Rights Commission.
2. Pupil acquires knowledge about State Human Rights Commissions
3. Pupil understands the method of approaching these Commissions
4. Pupil knows about the composition of these Commissions.
5. Pupil understands the functions of these Commissions.
6. Pupil understands how the grievances of the affected people are redressed through these Commissions.

National Human Rights Commission : The National Human Rights Commission was constituted on 12 October 1993. It was constituted as per the Protection of Human Rights Act of 1993. This Commission consists of a Chairperson and four Members (a) The Chairperson is usually a person who has been the Chief Justice of the Supreme Court; (b) one Member who is or has been, a Judge of the Supreme Court; (c) one Member who is or has been, the Chief Justice of a High Court; (d) two Members who are having knowledge and practical experience in matters relating to Human Rights are appointed by the President.

The Headquarters of this Commission is situated at New Delhi. It may be shifted to any other place only with the previous approval of the Government of India. The President appoints the Chairperson and other Members. The Chairperson or any other Member of the Commission shall only be removed from his office by the order of the President. The Chairperson shall hold office for a period of 5 years or

70 years of age, whichever is earlier. The term of the other Members is also for 5 years. However, they are eligible for reappointment for another term of 5 years. In the absence of Chairperson, one of the Members of the Commission would discharge the functions of the Chairperson. This arrangement would continue till the date on which the new Chairperson resumes his duties. For this, the President may authorise one of the Members of the Commission. On ceasing to hold office, a Chairperson or a Member shall be ineligible for further employment under the Government of India or under the Government of any State. The Chairperson decides the time and venue of the Commission's meeting. The Secretary General is the Chief Executive Officer of the National Human Rights Commission. He shall audit all the orders and decisions of the Commission. He communicates them to the concerned authorities. There is Investigative staff. They work under an officer not below the rank of a Director General of Police. There are some other officers of the Commission. They help for the efficient functioning of the Commission.

Try to know who is the present Secretary General of the National Human Rights Commission.

The **Central objective** of the Commission is to **protect human rights**. It also promotes a culture of human rights in the country.

Functions of the Commission: The National Human Rights Commission is basically an **investigative** and **reporting body**. It also has the powers of a Civil Court. However, it lacks judicial power. It can not award punishment to the offenders. Its functions are as follows : (1) to undertake and promote research in the field of human rights, (2) to spread human rights literacy among various sections of the society, (3) to promote awareness of the safeguards available for the protection of human rights through publications, media, seminars and other available means, (4) to inquire *suo-motu* or on a petition presented to it by a victim or any person on his behalf, (5) to effect a fruitful collaboration and co-operation with non-governmental organisations both in India and abroad, (6) to inquire into the complaints received against violation of human rights, (7) to review the factors including the terrorists that inhibit the enjoyment of human rights and recommend appropriate remedial measures, (8) to visit under intimation to the State Government, any jail or any other institution, under the control of

the State government to study the living conditions of the inmates and make recommendations thereon and (9) to probe into the complaints thoroughly and provide help to the victims.

The National Human Rights Commission has given priority to :

1. Protection of Civil Liberties
2. Review the legislations, which are against to human rights principle.
3. Reforms in Civil and Police administration to usher in human rights culture.
4. Eliminating custodial violence and rapes.
5. Redressal of human rights grievances of Scheduled Castes and Scheduled Tribes.
6. Concentration on rights of Women and Children.

Powers: The Commission enjoys all the powers of Civil Court under the code of Civil procedure. It sends summons to the concerned. It enforces the attendance of witnesses and examines them on oath. It has the power of receiving evidence on affidavits. It can ask for any public record or copy thereof from any office or court to carry on its enquiry. Every proceeding of the Commission shall be deemed to be judicial proceeding. It may utilise the services of any officer, or agency of both Central and State Governments as the case may be. After inquiry, the Commission shall send a copy of its report to the concerned government or authority. Usually it takes **one month** to send its report. The Commission shall submit an annual report to the concerned government. The government in turn shall lay before each House of Parliament along with a memorandum of action taken or proposed to be taken on the recommendations of the Commission.

Regulations of the NHRC: The regulations that govern the NHRC are referred to as NHRC Regulations. These regulations came into force on 1 March 1994. The important regulations are related to the venue of the meetings, the periodicity of meetings, agenda and procedure for dealing with complaints. Its records are the minutes of the meetings, record of minutes, report of action taken and transaction of business outside the Headquarters. The commission prepares

reports on complaints and inquiries, preparation of special reports and annual reports. They also include printing of the report, annual reports and an investigation report. The NHRC is actively engaged in making the people aware of their rights. The Commission has the right to add, delete and amend these regulations. The role of NHRC is made alive with these regulations.

Who are the present Chairperson and Secretary General of the National Human Rights Commission?

Ans: _____

Who are the Members? Ask your teacher and find their names.

Ans: _____

State Human Rights Commission : Each State in India has constituted the **State Human Rights Commission**. They exercise the powers conferred upon them. They perform the functions assigned to them. The State Commission consists of (a) a Chairperson who has been a Chief Justice of a High Court, (b) one Member who is or has been a Judge of a High Court, (c) one Member who is, or has been, a district Judge in that State; (d) two Members to be appointed from amongst persons having knowledge of, or practical experience in matters relating to human rights.

The Secretary is the Chief Executive Officer of the State Human Rights Commission. The headquarters of the State Human Rights Commissions shall be such place as the State Governments may specify. The Headquarters of the Tamil Nadu State Human Rights Commission is situated now at Chennai. The Commission may inquire into the violation of rights guaranteed in Part II and Part III of the Constitution of India. The Governor of the concerned State appoints the Chairperson and other members of SHRC. The appointment of the members of the State Commission is made on the recommendation of a Committee consisting of the Chief Minister, Speaker of the Legislative Assembly, Minister in charge of the Home Department in that State, the Leader of the Opposition in the Legislative Assembly,

the Chairman of Legislative Council and the Leader of the Opposition in that Council.

Who is the Chairperson of the Tamil Nadu SHRC at present ?

Ans: _____

Ask your teacher to know who are the other members of SHRC.

Any member of the SHRC shall be removed from this office only by order of the Governor on the ground of proved misbehaviour or incapacity. The term of office of each member is of 5 years. No member shall hold office after he has attained the age of 70 years. In the event of any vacancy in the office of the Chairperson by reason of death, resignation or otherwise, the Governor may, by notification, authorise one of the members to act as Chairperson. That person holds office till the appointment of a new Chairperson. The salaries and allowances of members shall be as prescribed by the State Government. A Secretary, an Investigative officer in the rank of an Inspector General of Police and other technical and scientific staff, shall assist the Commission.

The State Commission shall submit an annual report to the State Government. The report consists of its work as well as recommendations for the protection of human rights. It may at times submit even special reports. The State Government shall lay the reports before each House of State Legislature for further action. The Commission shall also carry on the directions put forth by the NHRC.

Violation of human rights has become quite common. Such violations have warranted for the establishment of Human Rights Courts at the District level. The State government by notification specify for each district a court to try the offences against human rights. A public prosecutor or an Advocate having at least 7 years experience is appointed in the district court. He is in charge of conducting cases in this court. This may help for speedy trial of offences arising out of violation of human rights. Thus in India several steps have been taken to protect human rights at the National, State and District levels. The affected people can easily approach these bodies. Protection of human rights ensures our democracy.

Learning Outcome

1. Pupil will be able to describe the composition of the National and State Human Rights Commissions.
2. Pupil will be able to explain the functions of these Commissions.
3. Pupil will be able to point out the methods of approaching these Commissions.
4. Pupil will be able to explain how the grievances of the affected people are redressed through these Commissions.

SELF - EVALUATION

I. Choose the Correct Answer

1. The National Human Rights Commission was constituted in
 - a) 1883
 - b) 1947
 - c) 1993
 - d) 2001
2. Including the Chairperson the National Human Rights Commission consists of
 - a) 6 members
 - b) 5 members
 - c) 4 members
 - d) 7 members
3. Any member of the National Human Rights Commission shall be removed from the office by
 - a) The Chairperson
 - b) The President
 - c) The Chief Executive Officer
 - d) The Chief Justice of India
4. The term of office of the Members of the National Human Rights Commission is
 - a) 6 years
 - b) 5 years
 - c) 10 years
 - d) Permanent
5. The Headquarters of the National Human Rights Commission is situated at
 - a) Mumbai
 - b) Kolkata
 - c) New Delhi
 - d) Hyderabad

6. After inquiry, the Commission shall send the report to the concerned authorities in
 - a) 6 months
 - b) 1 month
 - c) 2 months
 - d) 5 months
7. The Chairperson of State Human Rights Commission is appointed by
 - a) President of India
 - b) Prime Minister of India
 - c) Governor
 - d) Home Minister
8. The term of office of each member of State Human Rights Commission is
 - a) 5 years
 - b) 3 years
 - c) 2 years
 - d) 10 years
9. The State Commission shall submit its annual report to
 - a) The Chief Justice of India
 - b) The President of India
 - c) State Government
 - d) The Chief Justice of High Court

II. Fill in the Blanks

1. The Chairperson and other members of the National Human Rights Commission are appointed by _____
2. The Chairperson of the National Human Rights Commission holds office till he attains the age of _____
3. The Regulation of the National Human Rights Commission came into force on _____
4. The National Human Rights Commission is basically an _____ and _____ body.
5. The Chairperson of State Human Rights Commission is a person who has been a _____
6. Any member of the State Human Rights Commission may be removed on the ground of proved _____
7. No member of the State Human Rights Commission shall hold office after he has attained the age of _____

III. Match the Following

- | | | |
|--|---|-------------------------------------|
| 1. Protection of Human Rights Act | – | New Delhi |
| 2. Secretary General | – | 1993 |
| 3. The National Human Rights Commission Headquarters | – | Situated in the State concerned. |
| 4. State Human Rights Commission | – | The Chief Executive Officer of NHRC |

IV. Answer Briefly

1. Who are the members of the National Human Rights Commission?
2. Mention three important functions of the National Human Rights Commission.
3. Examine three important priority areas of National Human Rights Commission.
4. Mention the important regulations of National Human Rights Commission.
5. Who are the Committee members behind the appointment of the members of State Human Rights Commission?
6. Write a note on the constitution of Human Rights Courts at the District level.

V. Answer in Detail

1. Discuss the functions of the National Human Rights Commission.
2. Enumerate the powers of the National Human Rights Commission.
3. Give an account of the composition of State Human Rights Commission.
4. Discuss the functions of the States Human Rights Commission.

GEOGRAPHY

Lesson 1

THE WORLD WE LIVE IN

Learning Outcomes

Learn skills to differentiate and understand the meanings of geographical and political regions.

UNITY IN DIVERSITY

There is a lot to learn about the World We Live in. Yet in the ninth standard it is enough if you have learnt two significant ideas about our world. What are the significant ideas?

First, the World is important to us because it is the place we live in. Its essentials are revealed through its geography as well. One of the ideas that emerge from geographical facts is that *Our World is Diverse*. It has several different landscapes and natural beauty. Its location is also significant. It is because of its location that human life is possible on this planet. If we take the diversity in landscapes, then there are several land features: lofty mountains, low and undulating plains, and, in between, there are plateaus, flat but at great heights. Everywhere in plains, hills and on plateaus, there are valleys - the landscapes may be breathtakingly beautiful; or they are bleak enough to reveal the inner feelings of dejection as well. The beauty of the world is in the eye of the beholder. The landscapes that are scenic for one may indeed appear bleak and bitter for others.

It is certain that the fact that our landscapes are diverse and significantly different is the significant idea. In fact, whatever may be the country we are talking about at any given moment, the beauty of that country lies in its variety of landscapes. Even those countries we believe are without any diversity are countries with some, spectacular diversities.

Just as we see diversity in landscapes, so do we see variety amongst us, human beings; there are differences among human beings. 'Wherever they may be the humans show up similarities in their nature and characteristics' is one idea. 'There are as many differences as there are human beings' is yet another conception. Even if all humans are fundamentally the same, they are different in terms of their social, cultural and economic characteristics.

There are humans who are diverse in colour, in facial and bodily appearances, in their attitudes, habits and social behaviours. Hence, we are different in our economies and in our economic ideologies as well. There are those who believe in the capitalist ideology. There are also those who owe allegiance to socialist ideology. Many people think of them as their own ambitions. There are those of the middle point of view and even those who do not see these ideologies as anything worthwhile. Therefore, there are those who are divided by their ideologies and political aspirations amidst us; and there are those who live harmoniously with that ideology as well.

Nationalism and regionalism are the two forces that unite us or divide us. People take pride in their nationalism. Even those who speak of regionalism are also in search of nationalism is an acceptable idea in the country.

The world countries are classified depending on the ideologies they owe allegiance to. Or they operate in an integrated fashion. The international alliances manifest this integration. Those who are similar in their outlook in politics, policies, social welfare, and economic cooperation come together and thus make progress in their lives. In this sense then the world we live in may be differentiated as well as integrated. In the following pages, we look at how our world is differentiated on the basis of continents and countries.

OUR WORLD: PEOPLE AND NATIONS

About a century ago, our world was colonised by several imperial powers. But today, every country in the world is free, independent and autonomous. The geographical area of the world is 148 million square kilometres (57 million square miles). The vast expanse of our world - our Earth - is home to about 6 billion people. This is thrice the size of the population at the turn of the century (in 1900) and twice as much as it was in 1960.

Our world is comprised of 193 countries. When we look at the size of the countries, Russia with 17.08 million km² (6.593 million square miles) occupies the first position while Vatican City with 0.44 km² comes last among the countries. The countries that are considered big in the world are Canada, the United States of America, China, Brazil, Australia, India, Argentina, Kazakhstan and the Sudan. Conversely, the countries that are considered tiny or small are Monaco, Nauru, Tuvalu, San Marino, Liechtenstein, Marshall Islands, St. Kitts and Nevis, Maldives and Malta.

In population numbers, China (1.273 billion) and India (1.03 billion) occupy the first and the second positions, respectively. With 890 people, Vatican city is the smallest of the countries in the world. It is a fact that countries, which have large populations are not necessarily large countries, in geographical area. On the other hand the countries with small population numbers are either small islands or landlocked.

The world population (number) is growing fast. Estimate has it that by 2050 there will be eleven times more people than those in 1750 A.D. Of the top ten countries with fast growing population, Yemen ranks first. The growth rate of population here is 4.07 per cent. The other, fast growing populations are in Afghanistan (3.68 per cent), Congo (3.34 per cent), Uganda (3.19 per cent), Saudi Arabia (3.11 per cent), Madagascar (2.83 per cent), Iraq (2.75 per cent), Nigeria (2.61 per cent), Syria (2.55 per cent) and Pakistan (2.54 per cent). Most countries of the world have fast growing populations.

The countries that we believe to have slow growth are but a few. Of these countries, those with less than 0.0 rates of growth are Ukraine (-0.94 per cent), Russia (-0.64 per cent), Kazakhstan (-0.37 per cent), Romania (-0.26 per cent), Italy (-0.13 per cent), Poland (-0.09 per cent), Germany (-0.04 per cent), and Spain (-0.02 per cent). Japan and United Kingdom are growing at the rate of 0.14 per cent and 0.18 per cent, respectively. In some countries the very high growth of population, without doubt, may be due to their rich resources or due to high levels of deprivation.

The top three countries with very high density are Monaco, Singapore and Vatican city. Malta, Maldives, Bahrain, Bangladesh, Barbados, Taiwan, and Mauritius are of high densities of population and in that order. The countries that follow them are Namibia,

Australia, Surinam, Mauritania, Iceland, Botswana, Libya, Canada and Guyana, in that order as well.

The Indian city of Mumbai is the top metropolitan city among the world's largest cities. Twelve million people live in here. The second largest metropolitan city is Buenos Aires, the Argentinian Capital. Its population is 11.7 million. Seoul (11,2 million), Djakarta (10.8 million), Karachi (10.3 million), Manila (10.1 million), Sao Paolo (10.1 million), Delhi (10 million), Istanbul (9,2 million) and Shanghai (9 million) are cities with big populations.

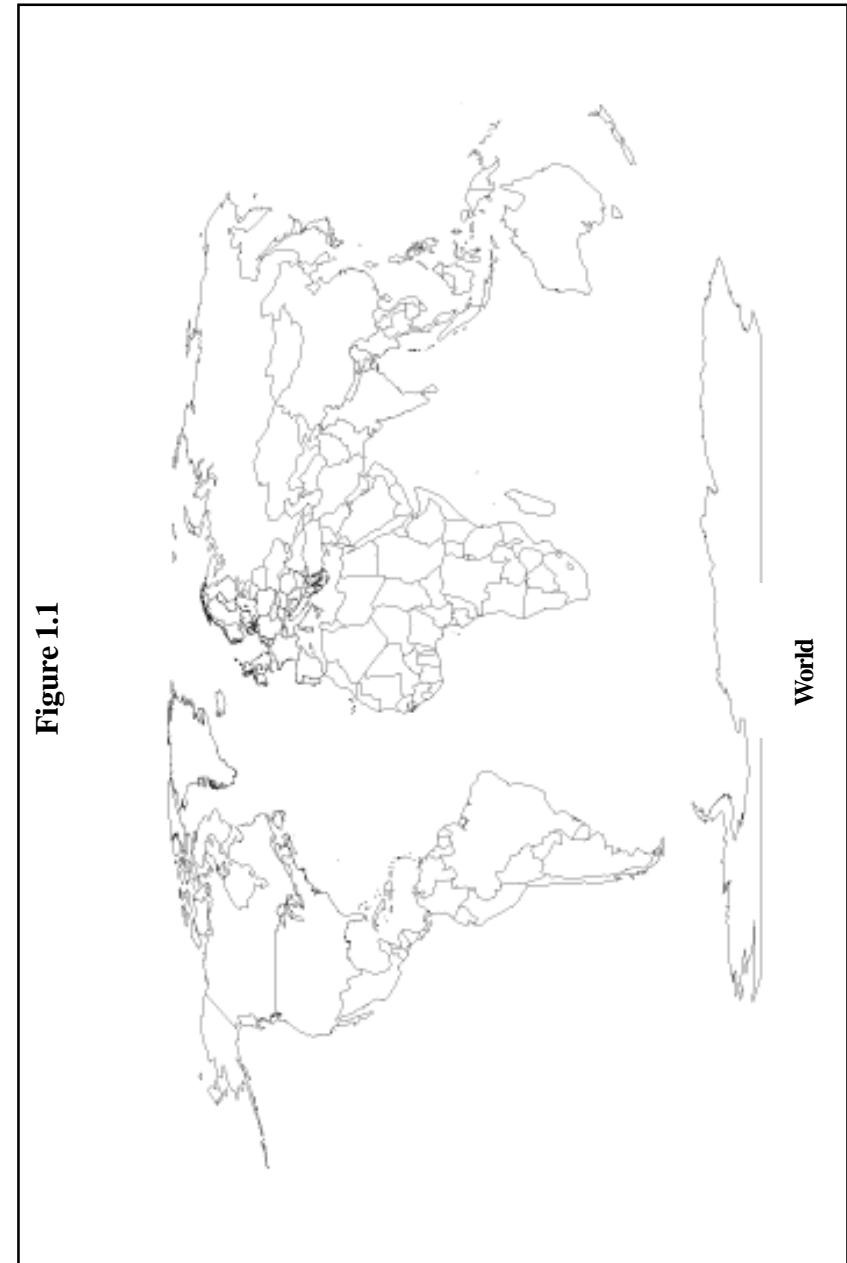
OUR WORLD: THE ECONOMY

For some years now there has been an economic recession throughout the world. But ever since the September 9/11, 2001, there has not only been an economic recession but also an unstable economic situation everywhere. Only now there is a return to the old state.

Now, the first among the world's richest countries is the United States of America, while Japan occupies the second position. Germany, France, Italy, China, Canada, Spain and Brazil occupy positions in that order. Similarly we could order those countries which are poor as follows: Tuvalu, Vatican city, Sao Tome and Principe, Grenade, Marshall Islands, Paolo, Samoa, Guinea-Bissau, Macao and Dominica.

But the countries growing at a fast pace are China (10.7 per cent), Vietnam (8.1 per cent), Singapore (8 per cent), Malaysia (7.3 per cent), Chile (7.2 per cent), Uganda (7.2 per cent), Ireland (6.9 per cent), Laos (6.6 per cent), Mozambique (6 per cent), and India (6 per cent). It is evident that the developing economies are growing faster than the developed economies. Estimates for 1998 indicate that the United States of America has a growth rate of 3.3 per cent, New Zealand 3.1 per cent, and the United Kingdom 2.5 per cent. There are also countries with a shrinking economy and they are: Sierra Leone (-4.7 per cent), Russia (-6.1 per cent), and Ukraine (10.7 per cent).

Among the wealthy countries, the countries with high per capita incomes are: Luxembourg (\$ 45,348), Japan (\$ 34,556), Norway



(\$ 34,356), United States of America (\$ 33,922), and Sweden (\$ 27,536). The very poor countries of the world include Congo (\$ 18), Ethiopia (\$ 94), Myanmar (\$ 122), and Bhutan (\$ 147). It is easy to understand the levels of inequality among the rich and the poor countries of the world. In many poor countries, people live on less than a dollar (US \$ 1.0 = Indian Rupees 48) a day. In India, such people are believed to be in the region of a third of the total population.

OUR CULTURE: OUR LANGUAGES

There is diversity in our cultures. Our cultures differ from place to place, society to society, and community to community. Culture may be defined as the learnt behaviour. It, and its images, is passed on from one generation to another. And this exchange has three important characteristics: first, this is not transferred through the genes; second, if a child born in one culture will profess another when bred in that culture; and third, in exchanges of culture and its traits, symbolic features and languages will play a vital role.

The diversities seen in human cultures and their meanings are awesome. There are simply no simple cultures. Even in those small and primitive cultures there are several strands to be learned. The child that grows in a simple, primitive society gathers slowly millions of culture-related bits of information. Such exchanges (a) happen away from the educational contexts, and (b) are an unending process. It is because of this the culture of a group appears several times larger than that of an individual.

In human cultures language is a connecting tool. It is language that helps one to exchange his / her ideas with others. Excepting the regional dialects spoken by a small number of people, there are about 3,000 spoken languages in the world. There is evidence to show that there were 4,000 languages in the past and nearly 1,000 of them have been lost to the humanity, as they are not currently spoken by anybody. If we consider that every science takes on a language form typical of its requirements, then there are numerous languages in use. When languages use scientific words, what is most commonly known as the scientific jargons, the languages spoken are numerous. On the basis of number of speakers, languages may be classified variously.

The languages spoken by a large number of people become branded as 'global languages' whereas those spoken by a small number of people get called as 'local languages'.

Historically connected languages are classified as families. The languages that belong to one specific family must, in all probability, have come from a common root. Such languages have common phonetics as well as pronunciations and meanings of the key words.

At the end of the glacial period, about 12,000 years ago, sea level rise divided humans as separate groups. This has helped in the formation of several languages, language families. Migrations helped with several changes that have occurred even as some people have adapted some languages for their work and living.

Indo-European languages are spoken by a large number of people. People in Europe and Asia speak the languages of the Indo-European family. Four of the Indo-European languages - French, Portuguese, Spanish and English - are spoken in several regions as the link languages.

The Indo-European languages are spoken by 47 per cent of the world population. The languages considered as significant are English, German and Hindustani. These are spoken largely in India, Europe, North America, Australia and Africa.

Although 6,000 languages, including those spoken by a few people, are spoken in the world, more than a million people each speak 200 languages alone. Only 23 languages are spoken by 50 million people each. Among the spoken languages, mandarin has the largest following with 850 million. The truly international language is English (330 million), while Indians (300 million) speak Hindi widely in India. This language helps people to take up jobs in the north of India. There are besides several other languages spoken in India. There are four languages in the Dravidian family: Tamil is the oldest. The others - Telugu, Kannada and Malayalam - are considered the offshoots from the Tamil. Whatever the dispute over the languages, Tamil is a rich language with well-established literature and grammar. About 200 million people, in India and abroad, speak the Dravidian languages. About 5 per cent of the people of the world speak the Dravidian languages.

Know the Facts!

Timeline for Indian migrations

1839	Migration to Mauritius.
1845	Migrations to Trinidad, Jamaica and British Guyana
1851	Migration to Reunion Islands
1855	Migration to St. Lucia and Grenada
1860	Natal migrations
1872	Migration to Surinam
1876	Migration to Myanmar
1879	Migration to Fiji islands
1890	The Hindus of the East India were found in America

The World: Where is it going?

The United States of America and the Soviet Union, which later disintegrated to several countries, became the two superpowers, after the Second World War. The political ideologies of the two countries shaped the world politics and economies for the next 45 years. The fear of the power of destruction of nuclear bomb and the consequent fear of the countries helped avert wars. But there was always a 'cold war' between the two. They were aggressive against each other, spied on each other, and also fought proxy wars in the third world countries.

Everything Turned into Gold!

*The stones that they touched
and turned
did not hold gold beneath them;
The stones that
they touched,
everyone,
turned
into gold.*

- A Mauritius poet

It was in the 1980s that the two countries had ushered in some reforms. In 1983, the United States of America announced the '**Star Wars**' programme of satellite based security plan. In 1986, the reformist minded Mikhail Gorbachev became the ruler of the Soviet Union. By 1989 the communist block of the East Europe disintegrated. The Berlin Wall was broken and the two Germanys - the West and the East - became unified into one. In 1991, the Soviet Union fell and was divided into many countries. It was during this year that the cold war of several decades came to a definite end.

In the closing years of the twentieth century, the end of the cold war paved the way for '*glasnost*' and '*perestroika*', in the Soviet Union. The anger and aggression between the superpowers turned into a new era of cooperation and friendship. But, before the dust settled down, new problems cropped up. As the Islamic countries became a political force to be reckoned with, the United States of America found itself with a role and a mission. And the events of September 9 and 11 of 2001 shook the world and created the potential for destruction of the world.

Globalisation and liberalisation processes emerged as the forces of integration of the divided world but they showed that only capitalism could survive and other forms of governance could not. The communist Cuba was isolated after the collapse of the Soviet Union. The communist China on the other hand had accepted gradually the realities of individual property rights, private industrial sector, multi-national corporations. Yet, the grip of communism in the Communist countries remains strong even as the economies have turned capitalistic. The economists are worried because of the realisation that communism will slowly die out and there will be no alternative to capitalism. It is their considered opinion that capitalism is not acceptable on all counts and that it does not always provide for benefits to the world. In the developing countries, the idea that globalisation will only increase the inequality between the developed and the developing and will only help the rich to become more richer has taken deep roots. Besides the feeling that the conditions of the poor will not improve has also become strong.

THE INDIAN DIASPORA

The population of country has crossed the one-billion mark. The population will grow further; it may only stabilise in the year 2050. Then

the population of India will grow at a slower rate than now. It will be good for us, and our country.

Indians live in 110 other countries besides India. In 2003, their number stood at 20 million. In comparison Indians live more expansively in our world than any other communities. The achievements of the Non-Resident Indians (NRIs) living abroad have come to the notice of the Indian Government primarily due to globalisation, internet development and information technology.

Know the Facts!

East Asia's Tiger Economies

In the 1980s some Southeast and East Asian countries achieved tremendous economic growth. Yet they faced financial and market failures in the mid 1990s. The countries that grew economically were Thailand, Malaysia, Taiwan and South Korea. They were in the first stage of economic development in the 1970s. Hong Kong and Singapore joined them later. It was these countries, which became later known as the '**Tiger Economies**'.

For example, there was a 10 per cent growth of the Gross Domestic Product (GDP). Singapore has become a clean and modern city besides turning itself into a financial centre. It is next to Japan in the quality of life as well. Behind them was China, which could beat all of them, as well. According to economic experts, the reason behind the growth of the tiger economies is the 'Asian value'. This value is said to be an embodiment of hard work, careful investment and strong political leadership. With savings and good investments the Governments have created strong markets for themselves.

The tigers have not only reduced the gap between the rich and the poor but also improved greatly and quickly the standard of living of the people. In 30 years (1960-1990), the people below poverty line in Malaysia were reduced from a high of 37 per cent to a low of 5 per cent. During the same period, the life expectancy rose from 56 to 71. But the economy fell very

quickly. The currency of Malaysia was devalued. The value of land also fell drastically. With concerted effort in the last decade, however, the economy has once again looked up.

The Indian Government has now turned its attention into the fact as to how the NRIs may be involved in the socio-economic development of the country. Likewise the Government has also begun to think as to how they may be suitably appreciated for their achievements. As a first step, the Government has announced the ninth of January as the '**Pravasi Bharathiya Divas**', a celebration of the return of the Mahatma Gandhi from South Africa to India.

Indians have emigrated to several countries for a long time. When India was a colony most people of the Diaspora migrated as labour. They emigrated then principally to countries under the rule of the British, French and the Dutch. The people who migrated to Mauritius, Trinidad, Guyana, Surinam and Myanmar (Burma) by the end of the 19th century numbered 1.6 million. It was only in the 1970s that the migration to the Gulf or the countries of the West Asia began. The Indians are now migrating abroad with their expertise in information technology, software development. Such people are in constant contact with the country and are interested in doing good to the country and its people.

SELF-EVALUATION

I. Fill in the Blanks

1. There are no people who do not take pride in their _____.
2. Our world is divided into _____ countries.
3. _____ is the country of lowest population density.
4. The wealthiest among the countries of the world is the _____.
5. There are _____ languages in the world.

II. Match the Following

- | | | |
|-----------------------------|---|-----------|
| 1. Very high density | – | English |
| 2. Pravasi Bharathiya Divas | – | Mongolia |
| 3. Low population growth | – | Mumbai |
| 4. Global language | – | Monaco |
| 5. World's largest city | – | January 9 |

III. Answer Briefly

1. Our world is diverse - How?
2. Write a few sentences about the countries with large populations.
3. Write briefly about the economic development of the developing countries.
4. How do we understand the cultural diversity of mankind?
5. Speak of language diversity.

IV. Answer in Detail

1. Write elaborately about the Indo-European Languages.
2. Write about the location of India.
3. Write in detail about the technical capabilities of Indians.

V. Practical Exercises

1. Using a World Atlas, learn about the populated countries of the world.

Lesson 2

OUR WORLD: THE FIRST AND THE THIRD

Learning Outcomes

1. Learning that the equator divides the world into two halves.
2. Learning and understanding why only the First and the Third Worlds alone are in existence.
3. Learning what happened to the Second World.

We cannot stop looking for good things in life. If we could ever come to a stage when we could stop looking for good things in life, then we would be at where we started. Only then would we know better about the place we have reached.

Year 1968. Martin Luther King was in the midst of organising a 'rally of the poor'. You know why? He wants to demonstrate to his people and his country how in the United States of America poverty has become a painful reality. There is **poverty** in America, the richest country in the world? Unbelievable it is, indeed. That is the country that tops the world countries in economic development. If there is poverty and hunger in America, what about countries like ours? In the world and in our own country, there is so much inequality. Affluence and deprivation divide us.

There are several indicators used in the understanding the economic realities of a country. Some very important ones are:

1. Wealth;
2. Standard of Living; and
3. Economic Development.

The wealth of a country is measured in terms of its Gross Domestic Product (GDP). The GDP is actually the market values of goods and services produced in that country. Ten economically strong countries of the world control the world trade. Therefore they are the richest countries, among the countries of the world.

Method of Assessing Wealth of a Country: The expenditures of the country (Government, private sectors), capital goods (machines, industries, housing) and net export (export minus import) are the factors used in the measure of the wealth of a country.

Every Government accounts for the national income and its distribution among its constituent units. The Government borrows money from other, foreign countries and invests it in the industries in the country towards improving the national income.

The GDP of a country divided by the number of its population gives rise to 'standard of living'. In reality, it is the value of goods and services produced by an individual, economically active. If the GDP grows at a rate higher, faster than the growth of the population numbers, then not only the per capita income increases but also the standard of living of the people.

Know the Facts!

Economic System

World economies are classified on the basis of how a country's economy, market and interventions work.

Market Economy: This depends on how government regulations operate and resources of a country are distributed among the people of that country on the basis of demand - supply. This is what is called Capitalism as well, as it is possible in such economy to keep the capital as one's own and it can be controlled the individual. Example: Singapore.

Mixed Economy: There is centralised planning in which private sector is able to function. The producers produce in response to demand - supply situations in the country. Many are the investors of their capital and they are capable of employing a work force. The

country or the Government administers the capital, investment and industries. Examples: France and Sweden.

Planned Economy. All economic resources - land, property, capital - are the property of the Government. The Government decides as to how the resources and labour are to be distributed or shared. Similarly, it also decides on what to produce and who to be provided with what. This is what is also called 'Communism'. Examples: China and North Korea.

Source: Readers' Digest: Facts at your Finger Tips 2002, Sydney.

Seventy-five per cent of the world's population lives in the developing countries (These countries are engaged in improving the standards of living of the people and improving the economy through industrial manufacturing and production). The international organisations such as the United Nations and the World Bank help induce economic development of the developing countries. They transfer capital investments from the developed to the developing through two principal means: investments in (a) technological and medical assistance, and (b) health, education and other services (roads, airports) sectors.

But such programmes are limited in their success. It is because the monies received for infrastructural improvements are tied to the planning and infrastructure building companies of the developed countries. As a result, these programmes are in fact in the way of internal employment opportunities and hinder the training of the people of these countries. Besides such loans are invested in populist programmes and in buying weapons and luxuries from third countries and thus spent in wasteful expenditures. Yet countries like China, India and South Korea have invested these loans into successful projects and have, in the last few years, changed for the better. As a result, their international trade has also expanded, appropriately.

Rich countries such as the United States of America, Canada, Japan, Australia, and the West European countries such as the United Kingdom, France, Germany, Norway and Sweden have grown such that the per capita GDP is, in these countries, in excess of US \$ 10,000. On the contrary, however, most countries of Africa have grown to have a per capita GDP of less than US \$ 1,000, while India, China,

and Indonesia have attained a level of per capita GDP of US \$ 1,000 - 4,000. In so far as the economic development is concerned all continents, excepting the North America and Australia, have shown very high inequalities.

The United Nations calculates Human Development Index (HDI) every year. This measures the levels of economic development using the standards of living, GDP, life expectancy, education, and adult literacy. Using the index ranging from 1 to 100, three levels of human development are contrasted, namely, high levels (80-100), medium levels (60-80) and low levels (less than 50).

According to the HDI measured by the United Nations, countries such as Norway (93.9), Australia (93.6), Canada (93.6), Sweden (93.6), Belgium (93.5), the United States of America (93.5) and Japan (92.8) are in the forefront of HDI. The countries of medium levels are Ecuador (72.6), Albania (72.5), Dominican Republic (72.2) and China (71.8). Those with very low levels of HDI are Burkina Faso (32), Burundi (30.9), Niger (27.4) and Sierra Leone (25.8).

WEALTH / POVERTY

<i>Wealth</i>	<i>In excess of Need!</i>
<i>Beget wealth.</i>	<i>Everything goes away</i>
<i>That those who 'have',</i>	<i>From those who 'haven't';</i>
<i>Receive in abundance;</i>	<i>Poverty</i>
<i>It 'pours from the hole in the roof'</i>	<i>Stays,</i>
	<i>And only more intense!</i>

Information Economy : Today's sources of economic power are information and the technologies that could analyse and help diffuse information. All trade and related activities are dependent on telephones, computers, internet web sites and telecommunication technologies. The companies that sell information and recreation have become mega earners and wealthy. Some Corporations are more powerful than some of the small countries of the world.

WE COULD SURVIVE IF ONLY WE DECIDE BEFORE WE ARE BORN!

<i>I tried deciding</i>	<i>I preferred,</i>
<i>Who my parents will be;</i>	<i>My life would have been,</i>
<i>But I was not born!</i>	<i>well, excellent and</i>
<i>I tried deciding</i>	<i>steeped in wealth!</i>
<i>My place of birth;</i>	<i>Tell me,</i>
<i>But I was not even born!</i>	<i>Is there a way,</i>
<i>If I had had</i>	<i>To decide</i>
<i>the community,</i>	<i>Your life,</i>
<i>the place, and</i>	<i>Before you were born?</i>
<i>the country</i>	<i>Show me the way,</i>
	<i>I will find a better world!</i>

Electronic Commerce: With the advent of e-commerce, it has now become easy and inexpensive to sell and send commodity and information to any corner of the world. The World Wide Web (www) has grown from 80,000 web sites in 1995 to 25 million web sites in 2000 A.D. In the last two years alone, the web sites have almost doubled in number.

Yet, it has come to light that there is a **digital divide** between the developed and the developing countries. The Information Society Index (ISI) - a measure estimating the information wealth of a people - shows how a society has attained a certain level of growth through information revolution. According to this index, Sweden (6,496) is the top ranking country in the world, closely followed by Norway (6,112) at the second position, Finland (5,953) comes third while the United States of America (5,850) comes a close fourth.

Countries like India and China have become developed and highly acclaimed in information technology, computer programming and development of software packages. But we are still backward, when seen in the light of what is obtaining such as computer related

infrastructures (number of computers in homes, schools and commercial establishments), access to information (television, radio, fax and postal services), internet uses (e-commerce, for example) and social indicators (enrolment of students at the schools, human and press freedom). Only a few cities, such as Bangalore, Chennai, Hyderabad, Hong Kong and Shanghai are in the forefront of information technology, computer programming and other technologies. And most of the rural areas, on the other hand, are still technologically poor and hence poor in information technology and wealth as well.

Know the Facts!

ECONOMIC ACTIVITIES

People gather wealth through selling goods and services. Economists have classed the economic activities into three industrial sectors. Developing countries depend on one of these, agriculture, to accumulate wealth. Contrarily, the developed countries depend on all three of them for their wealth:

- **Primary Sector:** Agriculture, fishing, mining and quarrying. Agriculture has now become agribusiness.
- **Secondary Sector:** Industrial production, infrastructures, power and water.
- **Tertiary Sector:** Services (insurance, distribution, transport, education and health care).

NORTH-SOUTH COUNTRIES

'**North lives; South decays**' is a saying in our land. In respect of the world, it is certainly true to an extent. When we divide the world by looking into the World Atlas, the equator is seen to divide the world into two equal halves.

The countries north of the equator are generally referred to as the North Countries and those to the south of the equator are referred to as the South Countries. What is the use of this division? It is not of use in understanding the North-South countries, which is an economic classification.

In economic parlance, the idea of North-South is deeply embedded. 'This differentiation of the North and South countries are done based on wealth, standard of living, and economic development' has to be understood clearly. The poor countries, wherever they are, even if they are in the North, they are also considered South countries.

India, China, Nepal, Bhutan, Bangladesh, Myanmar, Thailand and Vietnam, even though they are in the northern hemisphere, are known as South countries based on their economic growth characteristics. Similarly, Australia and New Zealand are the North countries in terms of economic progress in them. Of the North countries, developed and wealthy countries, a majority are in the West European continent. Particularly, the United Kingdom, France, Germany, Scandinavian countries, Italy and other small countries are all the developed countries because they have grown economically wealthy. Canada and the United States of America of the North American continent also belong to this category of North countries.

Hence, using the characteristics of the economy, we come to the conclusion that the North countries are economically well-off while the South countries are trying to extricate themselves from the clutches of poverty.

RICH AND THE POOR COUNTRIES

We have already looked some information about the rich and the poor countries. Ninety per cent of the people of the world live in the northern parts. About 60 per cent of the people live between 10° N and 40° N latitudes. There are 193 countries in the world. Using the levels of economic growth in them, the countries may be classified as highly developed countries, developed countries and developing countries.

Among the highly developed countries are the United States of America, Canada, West European countries, Australia and Japan. Spain, Poland, Romania, Argentina, Malaysia, and Singapore are in the category of developed countries. There are numerous countries in the category of the developing. About 150 countries are estimated to be in this category. India, China, Zambia, South Africa and Brazil are some of the prominent countries of the developing world now.

THE FIRST AND THE THIRD COUNTRIES

The division of the world into three categories was in practice for a long time. This division spoke of the world countries as the First, the Second and the Third countries.

The countries of capitalistic economic development were considered the First World countries. They were, and are, economically developed and have high standards of living. Those countries known as the communist or socialist countries, but equally developed were categorised as the Second World countries. The former Soviet Union was among the foremost Second World countries, with nearly equal economic development, political and weapons power. But it broke down in 1991. Cuba, one of the communist countries, has become isolated. But China and other communist countries in existence gave way to capitalistic ideologies and still largely survive as communist and socialist countries. It is for this reason that there are no Second World countries right now.

All economically backward countries, trying hard for developing their societies, were called the Third World countries. They are either mixed economies or non-aligned. However, they are economically weak. Only the First and the Third World countries are therefore in existence. The First World countries are the economically developed while the Third World countries are the economically developing.

What is more painful now is that those countries which were in the Second World category and those that became divided into several countries have now joined the category of the Third World. Even the moderately well developed South Africa is now categorised as the Third World after the collapse of the Apartheid regime and the ascendance of the Blacks of the country.

SELF-EVALUATION

I. Fill in the Blanks

1. World Trade is under the control of _____ countries.
2. _____ is a multi-national institution.
3. _____ in their fast paced growth have reached the 25 million mark.
4. The North countries are _____ countries.
5. The South countries are _____ countries.

II. Match the Following

- | | |
|----------------------------|---------------------------------|
| 1. Human Development Index | – Central planning |
| 2. Primary activity | – Resources are public property |
| 3. Market economy | – Agriculture |
| 4. Planned economy | – the United Nations |
| 5. Mixed economy | – Low government control |

III. Answer Briefly

1. What indicators help us understand the true economic situation of a country?
2. Name the institutions/organisations that induce world economic development.
3. What is meant by information economy?
4. Write a few sentences about the technological growth of India.
5. What are the categories of economic activities?

IV. Answer in Detail

1. Digital divide between the countries - Elaborate.
2. Write a short essay on North-South countries.

3. Write an essay not exceeding a paragraph about the Rich and the Poor countries.

V. Practical Exercises

1. Using a world atlas identify the North-South countries and learn about their locations.
2. Write a list of small and island countries and learning about their locations using an atlas.

Lesson 3

NATURAL REGIONS

Learning Outcomes

1. Learning and understanding the idea of a 'region'.
2. Learning about the criteria for defining and delineating natural and cultural regions.
3. Understanding how this world is multi-cultural.

The term 'region' has been coined to, briefly and effectively, explain the changing characteristics of an area. Region is also one among the strong ideas of geography. Keeping this operational concept in mind, the geographers divide an area of interest into several regions. The factor that defines a region is normally one of those factors that characterize the region.

Geographers raise three important questions in their research towards making decisions:

1. Questions about the location of a region or an area.
2. Questions about man-environment relations in the region or the area.
3. Questions about 'regions' that are delineated using one single factor such as the criterion to create such regions.

These questions emerged so as to bring out the specific feature of a place. Hence, using the concept of region, we learn about how we could divide the world into natural regions and cultural regions in geography and understand how varyingly the nature and culture interest us by their characteristics.

NATURAL REGIONS

When we look around us, environmental differences are seen in large scale. The earth has several different environments. The diversity in environments helps us divide the world into several regions and understand their characteristic features. Some people divided the world using the diversity in landscapes, while others did so using the climate as the basis. Still others used climate and vegetation and divided the world into natural regions.

REGIONS BASED ON HOT AND COLD

Tropical region is that land area lying between the Tropic of Cancer and the Tropic of Capricorn. Tropical region is that region where the Sun is overhead over some area and heats the earth from that position in a particular season. When dividing the world into regions using temperature, we come to understand that there are two regions of opposite characteristics. Polar regions are beyond the Arctic Circle and the Antarctic Circle. The subsoil here is frozen throughout the year. Likewise, there are sea surfaces, which are covered with ice throughout.

REGIONS BASED ON WORLD PRODUCTIVITY

Among the criteria used in dividing the world into regions is productivity. A geographer by the name Patterson has divided the world into six regions using productivity. The regions beginning with 'A' and ending with 'F' show up varying levels of productivity. The region designated 'F' has an index of productivity equal to 0.25. This region includes the deserts, the snow covered poles and the mountain summits. The expansive areas of the Sahara, the West Asian Arabian deserts, the Himalayan peaks, and other desert areas are included in this region. Region 'E' is found within the 'F' region and has an index of productivity of 0.26 to 1.0. This is a narrow strip of land bounded by the boundaries of the 'F' region and the edges of the deserts. This region includes North America and most parts of Russia. The region 'D' covers the temperate lands where land gets copious rainfall in summer. The index of productivity has a value ranging from 1.01 to 3.0. East European parts of the world and the Great Plains of North

America are included in this region. Yet, in extent, it is limited. There are regions with indices ranging from 3.01 to 10.0, which are indeed the intermediate regions of the world. It is here that the density of population is high. This region, called 'C', includes the Eastern Board of the United States, Western Europe, the almost entire India, and south China.

The land areas with the highest productivity and indices ranging from 10.01 to 50.0 are found only in the tropical regions. This is known as the 'B' region. The largest portions of this region are found in South America. The region of 'A' consists of lands more productive than the 'B' region above. Here the productivity indices are more than 50.0. The Amazon basin of South America, the Congo basin of Africa, Indonesian Islands and the South Asian region are included in this region.

REGIONS BASED ON VEGETATION

On the basis of vegetation, the geographers have divided the world into three major natural regions. They are:

1. Dense, forested lands.
2. Intermediate vegetative lands.
3. Lands without vegetation.

In each of these, three smaller regions have been delineated. Forested lands have been divided into equatorial region, middle latitude edges, and polar region. Intermediate vegetative lands have been divided into the Savannas, the Mediterranean and mid-latitude grasslands. The regions devoid of vegetation are the arid, semi-arid, and tundra and polar areas.

Keeping simplicity and need, the world has been divided into six vegetational regions. They are:

1. Deserts.
2. Coniferous forests.
3. Temperate forests.
4. Tropical forests.
5. Grasslands.
6. Tundra and Polar areas.

DESERTS

Evaporation is more than the rainfall, here. The deserts are found in both the hemispheres between 15° and 35° of latitudes. They occupy a fourth of the geographical area of the landmass. Deserts include semi-deserts (there are shrubs as vegetation) as well. They show great variations in temperatures between the day and night. In the Sahara desert the mercury touches 55° C during the day. In the night, it will go down below the freezing point. In the deserts both vegetation and animals are rare. If they were there, they would adapt themselves to the prevailing conditions there.

Know the Facts!

WORLD'S LARGEST DESERTS

1. Sahara, North Africa, 9.0 million km².
2. Australian desert, Australia, 3.8 million km².
3. Arabian, Southwestern Asia, 1.3 million km².
4. Thakla Makan, China, 1.245 million km².
5. Gobi desert, Central Asia, 1.04 km².
6. Kalahari, South Africa, 520,000 km².
7. Turkestan, .Central Asia, 450,000 km².
8. Namib, Southwest Africa, 310,000 km².
9. Somali, Somalia, 310,000 km².
10. Sonoran, United States of America / Mexico, 260,000 km².
11. Thar, India / Pakistan, 260,000 km².

CONIFEROUS FORESTS

Taiga, polar forests and northern evergreen forests are some of the names for these forests. These are found in the Northern Hemisphere and in such countries as Canada, Scandinavian countries and Russia. In winter, the temperature much below freezing; but in some it will rise to a mild, pleasant level. A variety of insects are found

here. Birds and mammals are rather rare. Pine and spruce are the green trees. They do not shed their leaves.

TEMPERATE FORESTS

They are found between 30° and 60° latitudes. They are found on either side of the equator. In the Northern Hemisphere the leaf-shedding trees such as oak, ash and peaches and hickory are found. In the Southern Hemisphere, they are the evergreen forests. There is a mild seasonal climate. The range of temperature is small. A variety of flora and fauna are found here.

TROPICAL FORESTS

These are found between the Tropic of Cancer and the Tropic of Capricorn. Seasonal variations are small. Conditions for the growth of plants are conducive. It is here most flora and fauna of the world are found. Tropical rainforests become significant because of them. There is rain everyday here. Trees bear fruits throughout the year. Tropical cloud forests are at great heights, monsoon forests, high latitude and temperate forests are less diverse in their fauna. But these forests have more diverse flora and fauna than the temperate forests.

GRASSLANDS

In the tropical areas, these are the Savannas. In middle latitudes, these are temperate grasslands. Savannas are found in Africa, India, Australia and in the north of the South America. Even as they are found in tropical latitudes, they show up semi-arid characteristics. Temperatures are high; 27° C is quite normal. Rainfall is about 50 cm to 150 cm. Most of the rains fall during a short period. Lowlands are flooded. The plants grow very fast during the rainy season. A period of drought follows the rains. The temperate grasslands are found on the continental interiors. Winters are colder, while summers are warmer and dry. There is moderate rain of 250 to 500 cm. It is cold.

TUNDRA AND POLES

Tundra is found between Arctic ice cap and the northern boundaries of the coniferous forests. Tundras are found in the South, especially amidst higher altitude. In Tundra lands, the subsurface soil is frozen all the time. Only those plants and trees that could grow low on the ground due primarily to can be seen. Tundras are found on one-fifth of the land area. Tundras allow the coniferous forests to intrude where temperature in hot months exceed 10° C.

Know the Facts!

DEFORESTATION

Everywhere, cutting trees is done for the purpose of timber and agricultural lands. In hot climates, deforestation is enormous because of the fast growing population and commercially very valuable trees. At one time, the tropical forests occupied 16 per cent of the geographical area of the land. But this is only 6 per cent today. The immediate impact of deforestation is in the destruction of ecosystems, loss of several species of plants, soil erosion and floods where rains occur. The long term impact is the increase in carbon-di-oxide, which is normally absorbed by vegetal cover, and pollution.

CULTURAL REGIONS

Cultures emerged from the town growth. When people who depended on agriculture, artisans, merchants, government, religion and land were beginning to receive services, the towns began their evolution and growth. Even before 10,000 B.C. the early beginning of agriculture evolved in the Fertile Crescent. Around 3,000 B.C. towns began to grow in the Mesopotamian areas. However, Jericho was already a city of 2,000 inhabitants in 9,000 B.C. It was during 8,500 B.C. the sheep became domesticated in Mesopotamia. In 6,000 B.C., the developments in irrigation had made possible cultivation much beyond the banks of rivers and canals.

Civilisations originated mostly in the Middle East, India and China. Even in Middle America, there was the beginning of many civilisations. Phoenicians (B.C. 3,000 onwards), Assyrians (B.C.

1,350), Persians (B.C. 850), Babylonians (B.C. 1,800) and Sumerians (B.C. 5,000) became civilised and helped in the growth and development civilisations and cultures. Our Indus Valley civilisation began sometime in B.C. 3,000. It is as the contribution of the Greeks that we had received the most useful aspects of human life: democracy, philosophy and science, sports, drama, arts and architecture, and medicine.

There is a wonderful diversity of human cultures. There is nothing like a simple culture. There are possibilities to gather numerous pieces of information from ancient and primitive cultures. What a child learns from its own culture - behaviour, value, idea, technology - are all things that the child learn gradually and over a period of time. These are then passed on to future generation. It is modified and refined by every period.

Know the Facts!

MANIFESTATIONS OF CIVILISATIONS

Those that we compare with the Western Civilisation originated in fact in the Fertile Crescent after B.C. 10,000.

- **Cities.** World's ancient cities are all found in the Middle East. Jericho was founded in B.C. 8,350. Anatolia's Gadal Hyukthan (?) was the world's largest city. This was a city that flourished during B.C. 6,250 - B.C. 5,400.
- **Wheel.** Potter's wheel began its work in Mesopotamia in B.C. 3,500. Wheels began to be used in vehicles after B.C. 3,200.
- **Law.** Hammurabi (B.C. 1,792-1,750), the king of Babylon was the first one to promulgate ancient laws. Tora of the Jewish community was in use since fourth century B.C.
- **Writing.** It was Sumerians who first introduced writing to the world during B.C. 3,000. Cuneiform writings came into use only then. They were written on clay tablet around B.C. 1,100.
- **Astronomy.** 'Ur' is the place of origin of astronomy. At around B.C. 1,000 Babylonians knew how to forecast eclipses and track planets in space.

- **Mathematics.** It is Mesopotamia's number system that gave us 60-minute hour and 360-degree wheel.
- **Belief in one God.** Jewish people believed in one supreme God. Later even the Christians and the Muslims believed in one God.

LANGUAGES THAT SHOW CULTURAL DIVERSITY

In human cultures, the bridge that unites people is the language. Language is also a hindrance in the way of people speaking different languages becoming united.

About 3,000 languages are in use today. Around 4,000 were spoken before. The languages that Indians speak also show up cultural variations in the Indian cultures. Although there are several languages spoken in North India, Hindi is spoken and understood by most people of the region. On the contrary, although the languages spoken in South India are considered Dravidian, the people of the region do not speak or understand those that are not their mother tongues. As such, English is the link language in these States.

The English language and because a very large number speaks the Chinese are considered the global languages. French is also in use in the global arena.

Know the Facts!

CHINA'S ETHNIC DIVERSITY

Of the 100-odd ethnic groups living in China, only 56 have been recognised by the Chinese Government. Huns account for 91 per cent of the people of China. Mongols, Manjus, Thathars, Tibetans, Koreans, Salars, Russians, Kazhaks and Klangs are the other ethnic groups. They live in all provinces and constitute 108 million of the 1.3 billion people of China.

This ethnic diversity has been in China ever since the Qin dynasty of B.C. 221. But the competitions, jealousies, quarrels and

conflicts have not disappeared as yet. Even while the Chinese Government state that they are all equals, they are certainly discriminated against. As the ethnic people living in the Western provinces profess the religions of this region, they are generally discriminated against. There have therefore been internal conflicts and struggles in China.

Thirty-one per cent of the Chinese are involved in one or other religions. The rest are categorised as the 'non-believers'. Five per cent of them profess Buddhism while 20 per cent of them Confucianism.

RELIGIONS THAT SHOW CULTURAL DIVERSITY

Every religion of the world has a special geography. The core of the Old World was the place of origin of world's important religions: Judaism, Christianity, Islam and Hinduism. Buddhism and Jainism originated in India. Confucianism and Taoism originated in China. Judaism is still the most important religious faith in the place of its origin. But Christianity has spread far and wide in the world. Hinduism is mostly confined to India even as Buddhism has spread to the East Asian countries. Islam has spread into Africa, Central Asia, India, Indonesia and other countries. In Middle East, it is most concentrated. Religions generally propagate benevolent philosophies, brotherhood and love among the world peoples. All religions spread love as the gospel. Unity is also propagated by religions.

Religious beliefs greatly affect the practices in agriculture. They have already created regulatory food habits amidst their followers. Buddhists are generally vegetarians. Other religions have taboos in food intake. In regard to non-violence, the slaughter of cows are abolished.

Religions imbibe continuity, tradition and good behaviour. Even in change they exert a stabilising influence. In our country, for example, religious injunctions are against the family planning. They are also a hindrance in the way of modernity.

Know the Facts!

NOMADS OF THE 'MIDNIGHT SUN' COUNTRIES

There has been a welcome change in the life of Lapps who live in the countries of the 'Midnight Sun' namely: Norway, Sweden, Finland and Russia. More than half the Lapps who were on the move all the time with their reindeer herds have now become settlers of permanent settlements. They are now engaged in agriculture, fishing, hunting, bird trapping and afforestation of the area they are living in.

The Lapps (or Laplanders) call themselves as 'Samis'. They are indeed the ancient people of Europe. After the last ice age, they have migrated in large numbers from Asia to Europe. About 60,000 people are now in an area of 388,500 km² and within the Arctic Circle. Half the people are also living in Norway. Even as the Governments of these countries want them brought under their control, the Lapps live an independent life of their own. They have their own parliaments operating in Norway, Finland and Sweden.

Thus religions are the decisive forces in respect of human cultures, their behaviour and characteristics. Yet secularism is an important aspect of our national ethos.

SELF-EVALUATION

I. Fill in the Blanks

1. _____ are a criterion for dividing the world into several regions.
2. _____ have demarcated the world into regions based on vegetation.
3. Environments devoid of vegetation are called as _____.
4. Cultures are the patterns of _____.
5. Cities are a manifestation of _____.

II. Match the Following

- | | | |
|----------------------|---|----------------------------|
| 1. Deserts | – | 50° C |
| 2. Gobi | – | 30° - 60° |
| 3. Temperate forests | – | Productivity based regions |
| 4. Patterson | – | 15° - 35° |
| 5. Sahara | – | Central Asia |

III. Answer Briefly

1. What are the three questions that geographers raise?
2. What is meant by 'region'?
3. Name the regions classified on the basis of hot-cold.
4. Give three of the regions based on productivity.
5. What are the six vegetational region of the world?

IV. Answer in Detail

1. Write a note on the 'Deserts'.
2. Write a note on the 'Tropical Forests'.
3. Write an essay on the languages that show cultural diversity.

V Practical Exercises

1. Collect pictures of people from various cultures and write notes on each of them.
2. Write about the life and action of people based on natural regions for a discussion in the classroom.

Lesson 4

INDIA: AN INTRODUCTION

Learning Outcomes

1. Learning to appreciate the salient features of our country.
2. Learning the position of India amidst the countries of the world.

Our world consists of one part of land and three parts of water. You have already learned that there are seven continents on the land. India is in the south of Asia, which is one of the seven continents of the world. The Greeks were the first to call our country 'India'. 'Indoi' in Greek means the people who live on the banks of the Indus River.

INDIA IS A SPECIAL PLACE

The population of our India has already crossed the 1.0 billion mark. Besides there are non-resident Indians in 110 countries of the world. The Indian diaspora is 20 million strong in the year 2003. When India was under the rule of the colonisers, Indian labour migrated to countries such as England, France, the Netherlands, Mauritius, Trinidad, Guyana, Surinam and Myanmar (then Burma). At the end of the nineteenth century the labour migrants to these countries numbered 1.8 million. After Independence, Indians emigrated in large numbers to the United States of America and the United Kingdom. In the 1970s, emigration began towards the West Asian countries.

As for science and technology related human resources development, India has occupied the third place behind the United States and the European countries. It is not an exaggeration if we say that India leads the world in Information Technology and development of Software Programs and Packages. It is precisely because of this ability of the population, countries such as Australia, Germany, and Canada welcome Indians to immigrate into their territories.

The location of India in Asia is also special. There is the Arabian Peninsula on the west of India and Indo-China Peninsula on the east of India. Also India is at the head of the Indian Ocean and this makes possible the communications with the world countries. The long coasts are conducive for sea trades. A large share of the world trade through the seas occurs via the Indian Ocean.

India is north of the Equator (0°). The Tropic of Cancer - 23 ½° N - runs across the country. In fact, this latitude divides the country into two halves:

1. The Indian Peninsula south of the Tropic of Cancer,
2. The Extra-Peninsular region of the country north of the Tropic of Cancer.

India has 28 states. Tamil Nadu is one of the States of the Indian Union, located in the Peninsular India. We shall learn in detail about India in the next Class (Standard X). Hence we shall learn briefly here about India.

Latitudinal, Longitudinal Extent

India extends between 8° 4' N and 37° 6' N latitudes and between 68° 7' E and 97° 2' E longitudes.

The Persians and the Greeks named the Indian territory they knew as 'Indus'. The Mohammadans on the other hand called it 'Hindustan'. This territory is actually today's North India. They named the country south of the Narmada and Chottanagpur forests 'Dakshina Bharat' or 'South Country'. At that time, in the South, but south of the Krishna River, Tamil Nadu existed with a distinct culture of its own. The Hindu literature suggests that this vast country was ruled by a king, by the name 'Bharathan', and he brought it under a single entity. And there were several smaller countries within India, with their ethnic, linguistic, and cultural characteristics, even as Hinduism was found in the entire country. It was primarily the railways laid by the East India Company, the English language, and the freedom struggle integrated a divided India. At the end of it all, India became a sub-continent. The India of today was the result of unification of all the principalities under one nation and it became a Republic on January 26, 1950.

In the south, the Nicobar islands stretch to 6° 45' N towards the Equator. The country stretches north-south for a distance of 3,214 km and west-east for 2,933 km. It has a geographical area of 3.3 million km². India has a boundary of 15,200 km and a coast of 6,100 km. India has Pakistan and Afghanistan on the Northwest; China on the north, and Myanmar in the east. The sea boundaries are the Arabian Sea on the west, the Indian Ocean on the south and the Bay of Bengal on the east.

Location. India is in the middle of the Far Eastern and Middle Eastern countries. The Indian Sea route connects the developed West European countries with the not-so-well developed East Asian countries. As India is centrally located in the Indian Ocean, it is able to communicate with all the countries of the world. Its natural boundaries, the Himalayas on the north and the seas on the other three sides of the country, provide the country a security.

India's location, particularly the sea routes of the Indian Ocean, helps India to keep contacts with the other countries. The location is conducive also for the spread of India's cultures beyond the seas and the arrival of the special features of other countries into India. For instance, in the temples of Thailand, there are scenes from the Ramayana carved on the rocks. There are evidences of the ancient trade relations with Egypt, Babylon, Persia and Rome. There are several evidences also for the fact that India was a land of cultures and traditions. It is probably because of these that several foreigners had made India their home.

In today's India, there are people who are from different ethnic groups, religions and languages. Not only the differential landscapes are the reasons for this diversity, but also the cultural variations of the people who settled in India. Despite the differences, India is a secular, democratic and united republic. It is not an exaggeration, if we say that India alone qualifies for such a country. Approximately 27 languages are in use as the Official Languages. It is for this reason that we may call our country a sub-continent.

POLITICAL STRUCTURE

There are 28 States in the Indian Union, divided using languages as the basis of division. There are also 7 Union Territories.

States of Indian Union. There are 28 States. They are: Kerala, Tamil Nadu, Karnataka, Andhra Pradesh, Maharashtra, Gujarat, Madhya Pradesh, Orissa, West Bengal, Sikkim, Assam, Arunachal Pradesh, Nagaland, Bihar, Uttar Pradesh, Jharkhand, Uttranchal, Satisgharh, Rajasthan, Punjab, Haryana, Himachal Pradesh, Jammu and Kashmir, Meghalaya, Manipur, Tripura, Goa and Misoram.

Union Territories. There are 7 Union Territories, which go by the names Chandigarh, Dadra Nagar-Haveli, Diu-Daman, Delhi, Andaman-Nicobar Islands, Lakshadweeps and Pondicherry.

TAMIL NADU

It is located on the south-eastern region of India. It goes by the name Tamil Nadu, because Tamil is the language spoken here. It is a land of culture and tradition. The cultural history of Tamil Nadu goes as far back as the period of Greek and Mesopotamian civilisations. The Tamil culture has spread also across the seas. In Sri Lanka, Philippines, Singapore and Malaysia, Tamil is an official language. The state has the Bay of Bengal on the east, Indian Ocean on the south, Kerala on the west and Karnataka and Andhra Pradesh on the north as its boundaries. The coasts are on an average 86 km in width. The Eastern Ghats and the Western Ghats meet at the Nilgiris. There are low plateaus in the state. Although there are the rivers such as the Cauvery, Then Pennai, Palar, Vaigai and Tamiravaruni, they depend on the seasonal rainfall. If the rains fail, there is shortage of water in the rivers.

The state of Tamil Nadu is one of the best states of the Indian Union. Its geography, people and history determine the personality of Tamil Nadu. The long political stability in the state has helped in its development. The traditional cultures hold sway even today in the rural areas of the state. Sociologists believe that rural traditions have continued to be manifested in the towns of the state as well. That is why we are able to see a unity amidst diversity. Tamil Nadu is an example of this unity among diversity in the country.

The state is almost a triangle of a landmass at the southeastern end of the main continent. The total geographical area of the state is 130,068 km². Tamil Nadu ranks eleventh in size among the states of the Indian Union. But its geographical area is actually 4 per cent of the total area of the country.

SELF-EVALUATION

I. Fill in the Blanks

1. There are _____ continents.
2. The Greeks were the first people to call our country by the name _____.
3. Once upon a time, India was divided into _____.
4. India became a Republic on _____.
5. The Himalayan boundary acts as a natural _____.

II. Match the Following

- | | | |
|----------------|---|--------------------|
| 1. Persians | – | Indian integration |
| 2. Narmada | – | Hindustan |
| 3. Mohammadans | – | India |
| 4. Railways | – | Indian River |
| 5. Greeks | – | Indus |

III. Answer Briefly

1. Give one or two special features of India.
2. What names did others of the world give our country?
3. What brought the divided India together?
4. What are the boundaries of Tamil Nadu?
5. Name some south Indian rivers.

IV. Answer in Detail

1. Write an essay on the location of India, not exceeding one paragraph.

2. Give the States and Union Territories.
3. Write a note on the state of Tamil Nadu.

V. Practical Exercises

1. Conduct a quiz on India and Tamil Nadu with boys and girls of the Class taking interests in organising one.
2. Using a wall map, find the states and union territories of the country.

Lesson 5

TAMIL NADU: AN INTRODUCTION

Learning Outcomes

Learning the position of Tamil Nadu in India

TAMIL NADU: STATE'S EVOLUTION

You have studied, and are aware from your history books, that India was under the rule of the British. For reasons of military and politics, they divided the country into three provinces, namely, Madras, Calcutta and Bombay Presidencies. The three provinces came into being as a result of an Agreement reached with the Princely States in India in 1799. In Madras Presidency, there were 26 districts in the year 1881. When India became independent in 1947, the province that included Tamil Nadu, Andhra Pradesh and Kerala came to be known as the 'Madras Presidency'. With the agitation of the people of Andhra Pradesh, the states based on languages of the people were organised. Madras Presidency was bifurcated into Telugu speaking Andhra Pradesh and Tamil speaking Madras State. Then there were 13 districts in Madras Presidency. On January 14, 1969, Madras State was renamed as 'Tamil Nadu'

THE GEOGRAPHICAL EXTENT OF TAMIL NADU

Tamil Nadu stretches between 8° 5' N and 13° 35' N latitudes and between 78° 18' E and 80° 20' E longitudes.

Districts of the Madras State

Madras, Chengalpattu, North Arcot, South Arcot, Nilgiris, Coimbatore, Salem, Thanjavur, Tiruchirappalli, Madurai, Ramanathapuram, Tirunelveli and Kanyakumari were the then districts of Madras State.

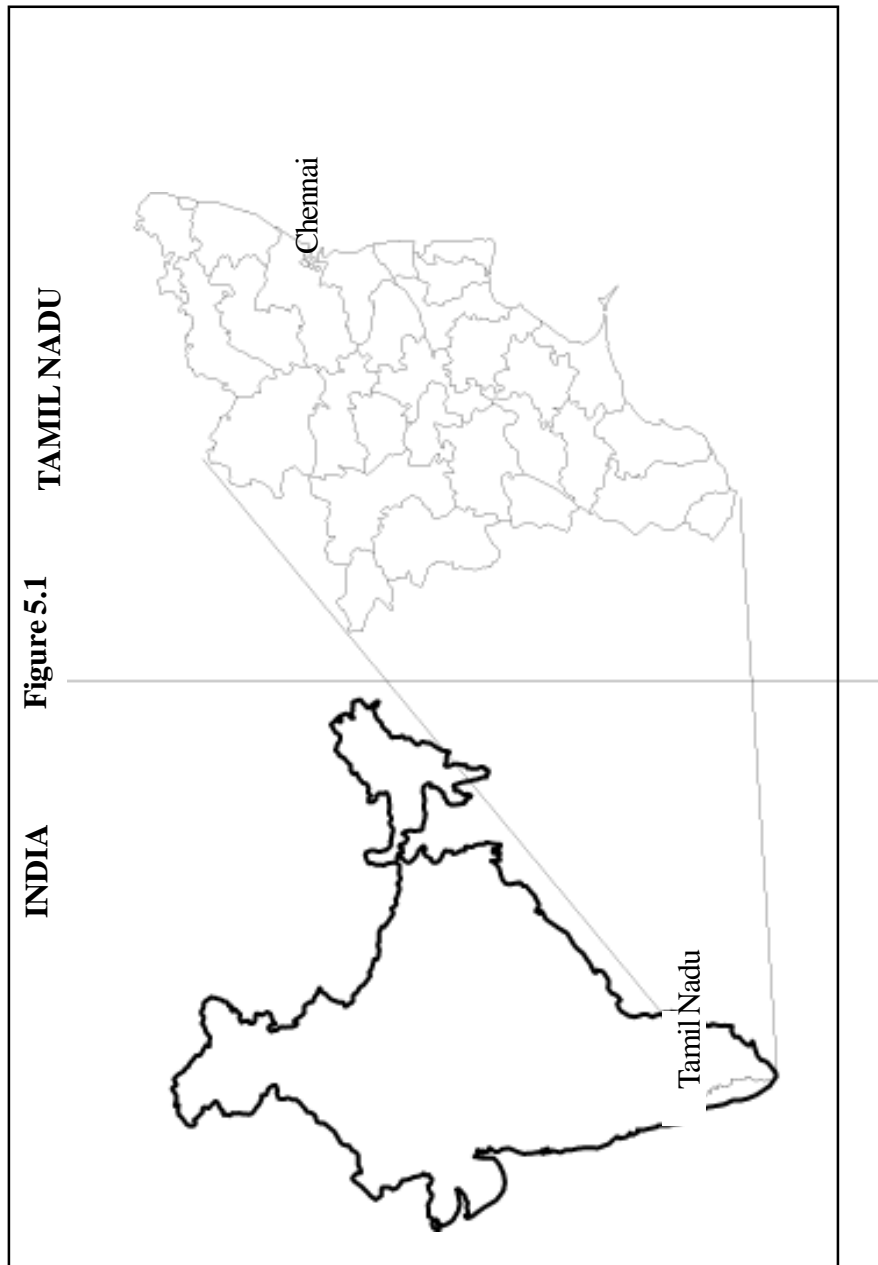


Figure 5.1

REORGANISATION OF DISTRICTS

The State (Figure 5.1) has, in the period from 1965 to 1996, reorganised the 13 districts several times and finally into 29 districts. Thus there are 29 districts in the State as the administrative units (Figure 5.2).

GEOGRAPHY OF THE SANGAM PERIOD

The Earth has vast area. The first of the essential aspects of the earth is space. The geography and history of the world depend on it. The space is bound to time. The geological era and the time periods referred to as the 'Before Christ' and 'After Christ' relate to time periods. The environments of the earth become the nuclei of the living things. The nuclei also determine activities. It is these space and time (*mudal porul*), environments (nuclei) and activities are all written about in the *Sangam* literature. We learn from the Tamil literature that the Tamil Society has devised the *thinais* (cultural landscapes) and lived with a *spatial organisation of society* as well.

This they have embodied in the three-fold classification of **mudal, karu and uri**, which literally mean the prime or the source, the embryo or the nucleus and the belonging or the possession, respectively. In their conception, each of the five regions has this trio as the basis for its literature.

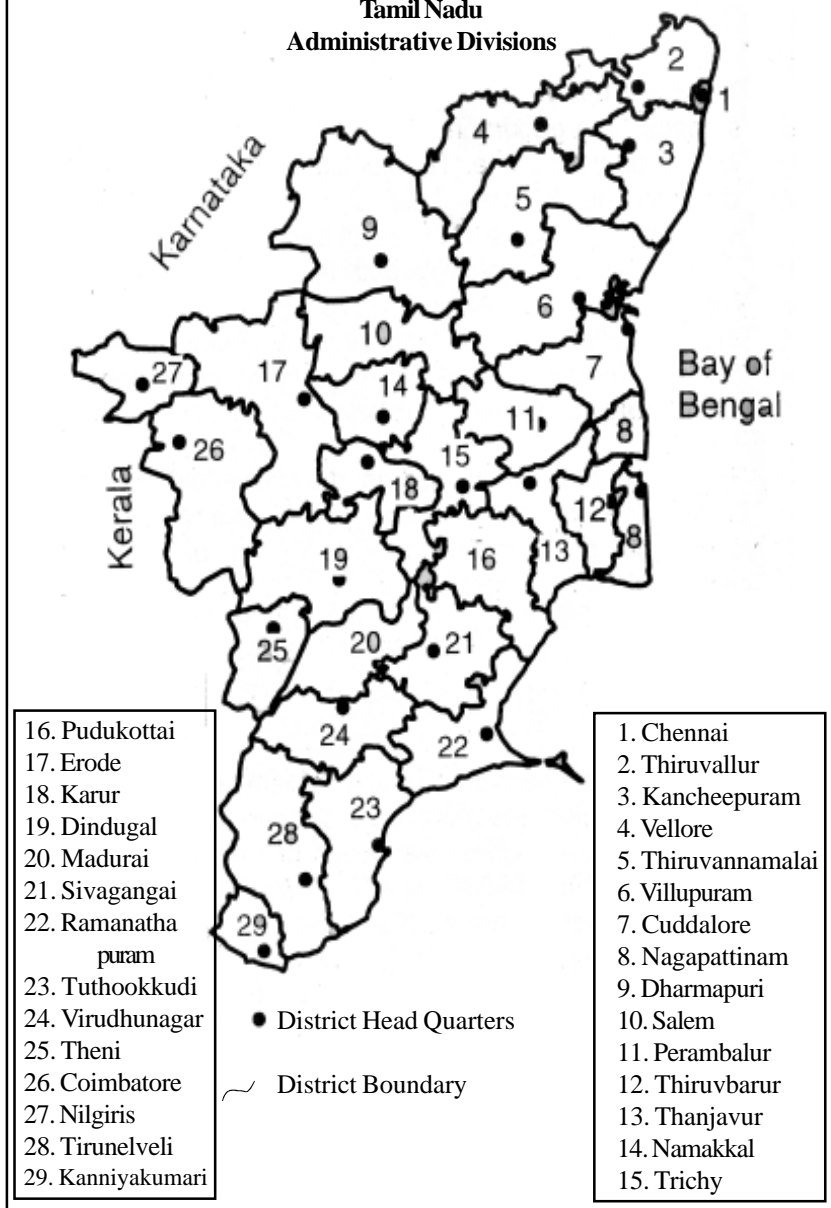
MUDAL PORUL (SPACE)

The **mudal** or the prime consists of space (place) and time. By the Tamils' conception, the marriage of the two is the source of social, economic and other activities. The geography of the Tamils speaks of the five cultural landscapes, namely, *kurinji*, *mullai*, *marudham*, *neidhal* and *palai*, which are said to be the prime.

TIME

Further, they had divided the timing of space into two major divisions, the short or the **sirupozhudu** and the long or the **perumpozhudu**. The two had been further divided into six subdivisions each. The *sirupozhudu* stands for the 24-hour day and

Figure 5.2
Tamil Nadu
Administrative Divisions



can be divided into six parts, namely, *vaigarai* (the dawn), *kalai* (the morning), *nanpagal* (the noon), *aerpadu* (the early evening), *malai* (the evening), and *yamam* (the midnight), with each have a time span of 10 *Naligais*. The *perumpozhudu* stands for the year and the year is divided into six seasons: *kar* or winter or early rainy season, *kuthir* or autumn or late rainy season, *munpani* or early winter or early dewy season, *pinpani* or late winter or late dewy season, *ilavenil* or early spring and *moduvenil* or late spring. Each of the seasons is of two months' duration.

KARUPPORUL (NUCLEUS)

The *karu* or the regional features consists of the flora and fauna and religion. The ancient Tamils in fact put in under this division flora and fauna as the produce of the *mudal* and also included man with all his activities and even God as *mudal's* yields. This is perhaps because God's glory is in the conception of man about Him. It must be mentioned that in *Tholkappiyam*, the list of things under *karu* (the produce or factors of environment can be yet another expansion) begins with God and ends with music. It is in the third that the Tamils founded the excellence of their pragmatic spiritualism.

URIPPORUL (POSSESSION)

The *uri* consists of love and character. For the Tamils, it is the character of the human soul, which is its real belonging or possession. It is indeed based on their understanding of the concept of *uri*, the Tamils have spoken of *behaviour*. Thus in the three-fold classification of space-time, activity and behaviour, the Tamils have provided for a **spatial organisation of the early Tamil society**. It is interesting also to note that the Tamils were deeply conscious of the fundamental factors of geography- land, time and produce, which according to them moulded the very character of the human soul.

The early Tamil poets have divided the Tamil country into five-fold features. These five-fold features can be considered as the five-fold regions the poets have devised for literary treatment of Tamil culture and life. These have been fused with the rules or conventions of classical Tamil poetry. However, the Tamils of the earlier years used *thinai*s as the word meaning **regions**. The *thinai*s were a reflection of

the life in the respective landscapes and they were named after the most significant flora.

Every *thinai* has the three aspects of *mudal*, *karu*, and *uri*. These five regions were deliberately sung as the *ulagam* or the world by Tholkappiyar.

KURINJI THINAI

(OR *LAWSONIA SPINOSA* FOR MONTANE)

The space of *kurinji* is of the hills or montane. *Yamam* is its *sirupozhudu* whereas *kulirkalam* and *munpanikalam* are its *perumpozhudu*. Waterfall and spring are the waterbodies, while *agil* and *vengai* are the typical trees. These together with tiger, lion, bear and elephant are the regional features. Gypsies, known locally as the *kuravars*, were the hill people. They were engaged in honey collection and digging edible roots. The land they lived in was called the *sirugudi*. Hill paddy and *thinai* (millets) are their staple food.

MULLAI

(OR *JASMIUM TRICHOTOMUM* FOR PASTORAL)

Pastoral in character, *mullai* is characterised by forests and forested lands. Evening is its *sirupozhudu*, while *karkalam* is its *perumpozhudu*. Wild jungle streams are its characteristic waterbody, while *kondrai* and *gaya* trees and hare and deer are also the flora and fauna of the region. Shepherds lived in the pastoral regions and were engaged in grazing, weeding and harvest related activities. Their land was called *padi* and *cheri*. Millets, of *varagu* and *samai*, were their staples.

MARUDHAM

(OR *TERMINALIA ALATA* FOR RIVERINE)

Riverine tracts are the fields and fields spaces. *Vaigarai* is its *sirupozhudu* and all the six seasons are characteristic of the riverine. Wells on the hills and waterbodies surrounded by lush trees (or topes), *kanchi* and *marudham* trees, buffaloes and waterdogs are the flora

and fauna and the regional features. Peasants and farmers lived in the riverine tracts and they were engaged in agriculture and livestock/dairy farming. The lands they lived in were called *perur* and *moodhur*. Red and white paddies were their staples.

NEIDHAL

(OR *NYMPHAE ALBA* FOR LITTORAL FEATURES)

The littoral areas are the coasts and the coastal lands. *Aerpadu* is its *sirupozhudu*, while the six seasons are its *perumpozhudu*. Sand wells and lagoons are the water bodies. *Punnai* and *gnazhal* are the flora and crocodiles and shark are the fauna. *Paradhars* lived in the littoral tracts and were engaged in fishing and salt production. The settlements they lived in were called *Pakkam* and *Pattinam*. Their staple was what they bartered for fish and salt.

PALAI (OR *MINUSOPS HEXANDRUS* FOR ARID)

Of the five, the early Tamils did not recognise *palai* as a separate entity, since it is only the result of reduction of both the mountainous and the forest or the pastoral regions. While its *sirupozhudu* included *nanpagal* (noon), *perumpozhudu* included *ilavenil*, *mudhuvenil* and *pinpanikalam*. Dry water bodies, *Iluppai* and *palai* trees and weak animals are its characteristic features. The people who lived here were called *Einers* and they were engaged in highway robberies and robbery of greens. The land they lived in was called *kurumbu*. The commodities they acquire from robbery were their staple food.

Is it possible to identify the cultural landscapes of the yesteryears in today's Tamil Nadu? Most natural landscapes remain stable landscapes for long periods. The Western and the Eastern Ghats are the landscapes of the *kurinji*. A large part of the Western Ghats is now in Kerala. In the Sangam period, it was part of the *Chera* Kingdom. Anaimalai, Nilgiris, and Palanimalai of the Western Ghats and Javadhu, Kalrayan, Sherveroy, Kollimalai, Pachaimalai and Palamalai are within the boundaries of Tamil Nadu. The flora and fauna typical of the *kurinji* are still found in these hills. For example, in Mundanthurai, Anaimalai and Mudumalai, there are elephant and tiger

sanctuaries. Masinakkudi, Kunnakkudi, and Perungudi are the typical names of places in this landscape.

The land of the forests is typical of **Mullai** landscape. There are thick forests on the foothills and in the valleys. The forests have almost been destroyed. Such forests existed in the districts of North and South Arcot. Arcot signified six forests. It is said that there were six forests in the north and six forests in the south, at one time. Katpadi, Vaniampadi, Asuram Cheri and Guduvancheri are some of the typical place names of this particular landscape. In the remaining forests, there are animals, typical of the landscape.

Riverine tracts abound in the state. The basins such as the Cauvery, Bhavani, and Tamiravaruni are rich in fields. Perur, Mudoor are typical village names and Thanjavur, Thiruvarur, Karur and Mudaloor are some of the typical names of places today. In the plains, agriculture is the primary occupation today.

In the **neidhal** of Tamil Nadu today there are littoral areas, swamps and lagoons. The entire Coromandel coast may be considered as this very landscape of the past. Nagapattinam, Sathurangapattinam, Devipattinam, Pattinapakkam and Enjambakkam are the typical place names. Even today, people of these places are engaged in fishing, salt production and coast related activities.

Deserts were rare in the **Sangam** period. But today, desertification is on the increase in the foothills of Tamil Nadu (Theni, Rajapalayam) and coastal regions (Pudukkottai). The forests of the foothills of the Western Ghats are almost completely destroyed. In the monsoon seasons, dry winds of gale force blow over the rain shadow. As the shelterbelts erected across the winds to slow down their speed and the **kuduvals** (community forests) were cut down, sand dunes of great heights are being formed at 4 km to 4.5 km from the foothills. These dunes are locally called '**theri dunes**'. As a consequence of desertification in these lands, the lands of the **kurinji** and **mullai** are turning into deserts.

The Tamils of the early periods recognised such regional classes as these not just for Tamil Nadu but also for the world. Conversely, Tholkappiyar may have meant that each of the five regions is as compact as the world in itself. Hence, he likened these landscapes to '**ulagam**', which means the world. It is evident from

these facts that the Tamils have had their geographical thoughts as their lives' principles.

Know the Facts!

DISTRICTS OF TAMIL NADU

As of today, there are 29 districts in the State of Tamil Nadu. As Ariyalur has been merged with Perambalur, the districts have now been reduced to 29 from the early 30. They all have namesake capitals. The 29 districts of the state are listed hereunder.

Chennai	–	Salem
Coimbatore	–	Sivaganga
Cuddalore	–	Thanjavur
Dharmapuri	–	Nilgiris
Dindigul	–	Theni
Erode	–	Thiruchirappalli
Kanchipuram	–	Thirunelveli
Kanyakumari	–	Thiruvannamalai
Karur	–	Thiruvallur
Madurai	–	Thiruvarur
Nagapattinam	–	Thoothukudi
Namakkal	–	Vellore
Perambalur	–	Villupuram
Pudukkottai	–	Virudhunagar
Ramanathapuram		

Know the Facts!

Reorganisation of Districts

For reasons of administration, the districts of the State have been bi- and tri-furcated over the years, giving rise to as many as 29 districts today. Erode (1976) was carved out of Coimbatore; Dharmapuri (1965) and Namakkal (1997) came from Salem; and Pudukkottai (1974), Karur (1996), Nagapattinam (1991), Thiruvarur

(1997) and Perambalur (1996) were delineated from the erstwhile Thanjavur and Thiruchirappalli districts. Sivagangai and Virudhunagar (1984) were carved out of Ramanathapuram, while Dindigul (1985) and Theni (1997) were carved out from Madurai. Thirunelveli was bifurcated into Thirunelveli and Thoothukudi (1986), while North Arcot was bifurcated into Thiruvannamalai (1989) and Vellore (1989) and South Arcot into Cuddalore and Villupuram (1993). Chengalpattu district was bifurcated into Kanchipuram and Thiruvallur (1996).

PHYSIOGRAPHY OF TAMIL NADU

Tamil Nadu is in the southeastern portion of the Deccan which extends from the Vindhya mountains in the north to Kanyakumari in the south. Our Tamil Nadu, as seen earlier is bounded on the north by Andhra Pradesh and Karnataka, on the east by the Bay of Bengal, on the south by the Indian Ocean and on the west by the state of Kerala. It is an area where you find the Western and the Eastern Ghats, vast and yet uneroded highlands, floodplains and coastal plains. There are rivers that make the land fertile such as the Cauvery, Palar, Then Pennai, Cheyyaru, Tamiravaruni, Vaigai, Manimutharu, Bhavani and Noyil.

THE LANDSCAPES FOUND HERE

The state consists of areas of old rocks such as the granite, crystal and metamorphosed rocks, limestones and sandstones. Tamil Nadu can be broadly divided into (a) the hills, (b) the plateau, and (c) the plains (see Figure 5.3).

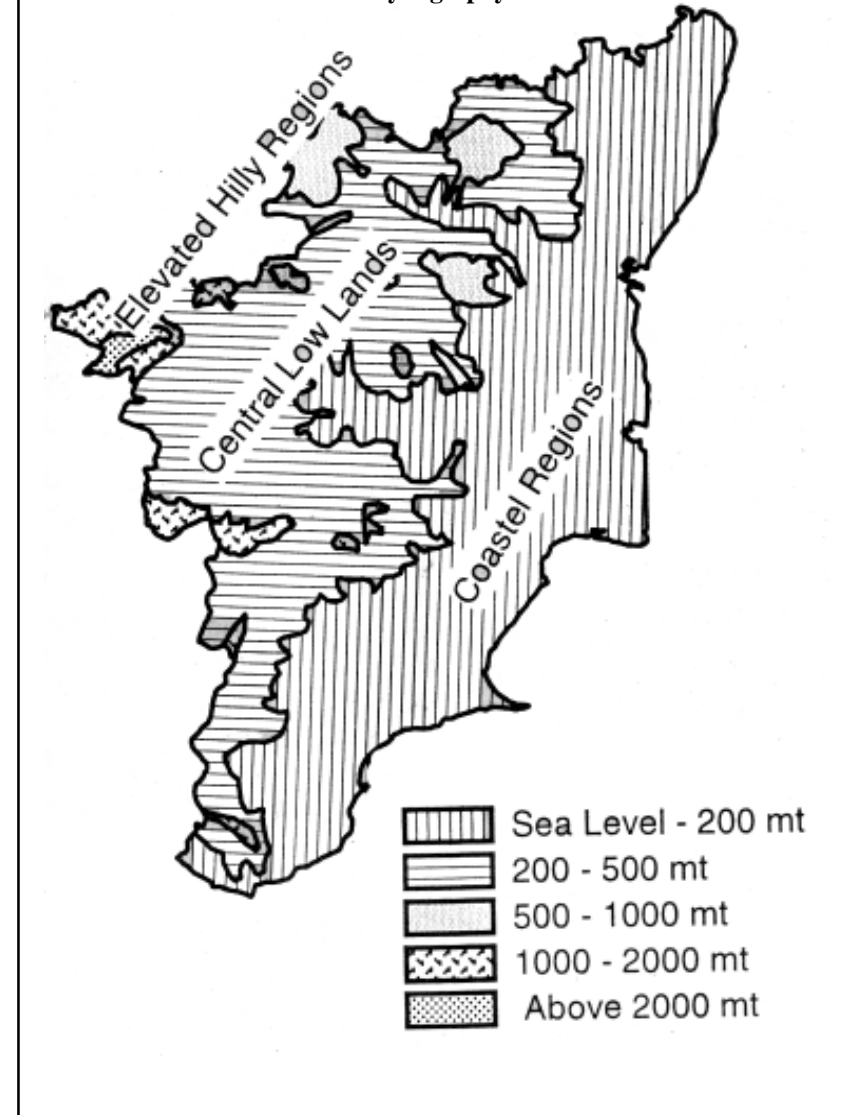
THE HILLS

The Hills of the State have two natural divisions: the Eastern Ghats and the Western Ghats. The two meet at the Doddabetta on the Nilgiris.

THE WESTERN GHATS

Along the whole length of the western part are the Western Ghats, but only a portion of them is within the State of Tamil Nadu. The

Figure 5.3
Tamilnadu
Physiography



hills that are found in the State of Tamil Nadu are the Nilgiris, the Anaimalai, the Palani hills, the Kodaikanal hills, the Kutralam hills, the Mahendragiri or the Agathiar hills.

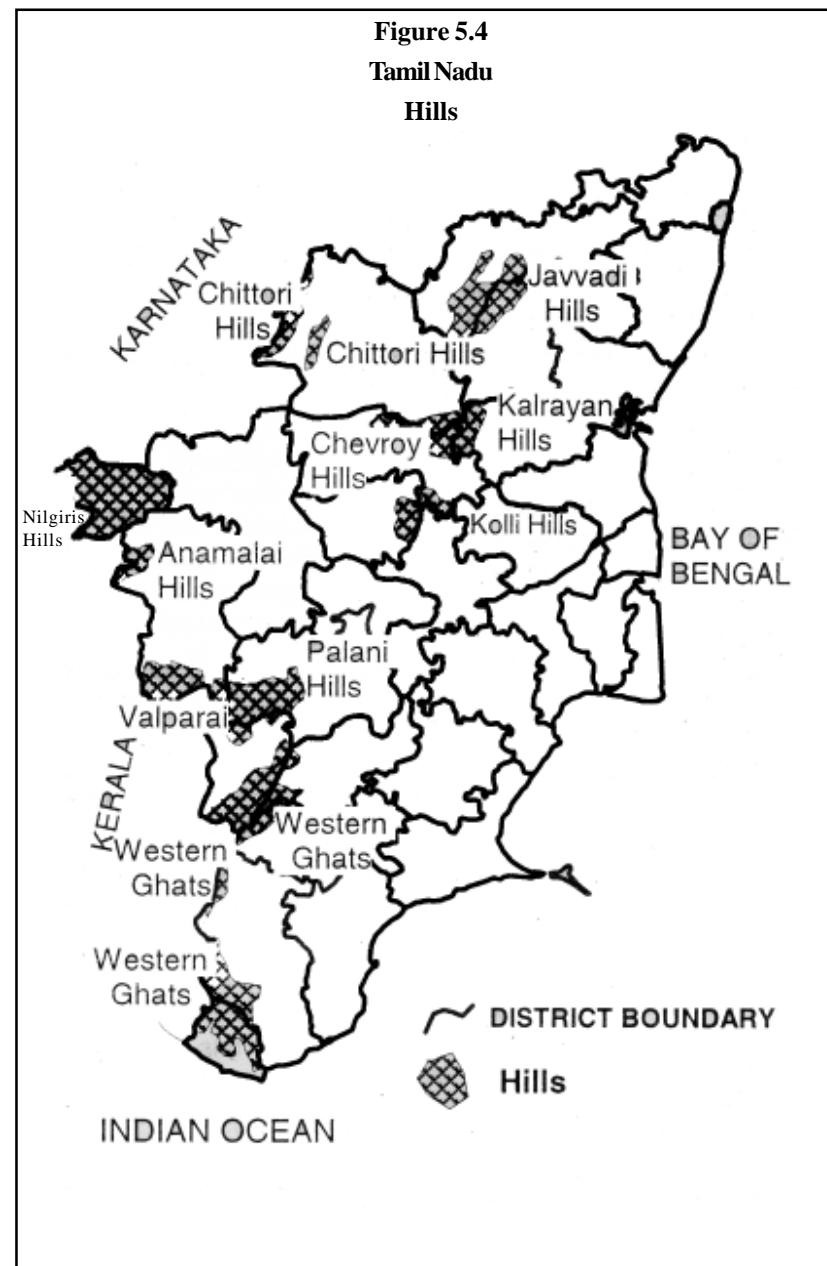
THE NILGIRIS

The Nilgiris rises abruptly to over 1,600 metres to 2,400 metres. Its highest peak is the Doddabetta (2,673 m) and it is on the east of Udhamandalam. It is very steep and the distance between 2,673 metres to 1,800 metres is just about 4 km. The Nilgiris dips down towards the Coimbatore plateau. Udthagamandalam, Coonoor and Kotagiri are the summer resorts. There are a number of short traverse ranges of which the Anaimalai and the Palani hills are the highest. These two meet at Anaimudi (2,695 m), the highest peak in south India. Their flat and undulating summits are innumerable waterfalls below the summit level and reveal that they are undergoing the second cycle of normal erosion. The Palghat gap is the only break in the great mountain wall of the Western Ghats. This is the only gateway to Kerala.

The Palani hills are low hills. Its height is between 1,500 metres to 2,000 metres. South of the Palani hills are the cardamom hills. The Thekkadi sanctuary is near the Periyar lake on these hills. The Kodaikanal hills are the continuation of the Palani hills. This is in Dindigul district. This is a summer hill resort. It is here the *kurinji* flower blossoms every 12 years. Kutralam hills are in the district of Thirunelveli. The famous waterfalls of the State are found here. The Mahendragiri is in Thirunelveli district as well. Its height is 1,650 metres. This is also called the Agathiar hills. Further, the small hills on the west are the Varushanad hills. The Kambam Valley divides the Varushanad hills and the Andipatti hills.

THE EASTERN GHATS

Only a part of the Eastern Ghats are in the State of Tamil Nadu. The line of discontinuous hills in the northern parts of the State is known as the Eastern Ghats. The Eastern Ghats extend in the form of detached hills such as the Javadhus, Shevroys, the Kalrayans, the Kollimalais and the Pachaimalais. The Javadhus rise between 1,090



metres and 1,160 metres. It is here that we find the hill resort better known as Elagiri. The Kalrayans are in the district of Villupuram. The tributaries of the Vellar originate in these hills. There are the tribal settlements on the hills. The Shevroys are in the district of Salem. Its area is 160 km². Its height is 1,500 to 1,600 metres. Yercaud on the hills is the summer resort. The highest peak here is Solaikadu (1,640 metres). Bauxite is found in abundance here.

The Pachaimalais are in Perambalur district. Here, black granite is mined. It is of very high quality and has no match in the world. The Kollihills are in the district of Namakkal. Bauxite is found here as well. To the east of the Kollihills and the Pachaimalai are the Palamalai hills. Granites and debris are found here as well. The Kanchamalai and the Chalk hills are in Salem district. These have iron ores and magnesite.

THE PLATEAUS

Between the Eastern and the Western Ghats lie the plateau. The elevations are between 45 m in the west to 150 m in the east. The land slopes towards east. It is an extensive bevelled landscape with low relief. There is a sharp break in gradient all around its edges, except where the Cauvery breaks through it, and a fairly steep debris slope rises to the surrounding hills. The topography is however undulating. In the west of this region lies the Baramahal Plateau, which is the continuation of the Mysore Plateau. Its height varies from 350 m to 710 m.

The landscape lying between the Nilgiris and Dharmapuri is called the Coimbatore Plateau. Its height varies from 150 m to 450 m. It is rocky. This region consists of Salem, Coimbatore, and Erode districts. The Nilgiris plateau has 2,560 km². Its height is between 1,800 m and 2,900 m. This is separated from the Mysore plateau by the Moyar river in the north.

THE PLAINS

The plains of the State of Tamil Nadu may be divided into (a) the Coromandel coastal plains; (b) the Cauvery Alluvial Plains and (c) the dry southern Coromandel coastal plains. The coastal plain stretches for 992 km from Pulicat lake to Cape Comorin.

The Coromandel coastal plains slope towards the east. There are the Palar, the Cheyyar, Pennaiar and Velar basins in these plains. In the south there are several hill ranges that cut across the plains. The Manimuthar rising from the Kalrayans has its own sub-basins here. The valley of the Vellar has artesian wells. The plateau and the plains are separated by the Chengam Canal in the north and Athur Canal in the south. The northern or the Coromandel plains are in the districts of Thiruvarur, Kanchipuram, Vellore and Thiruvannamalai.

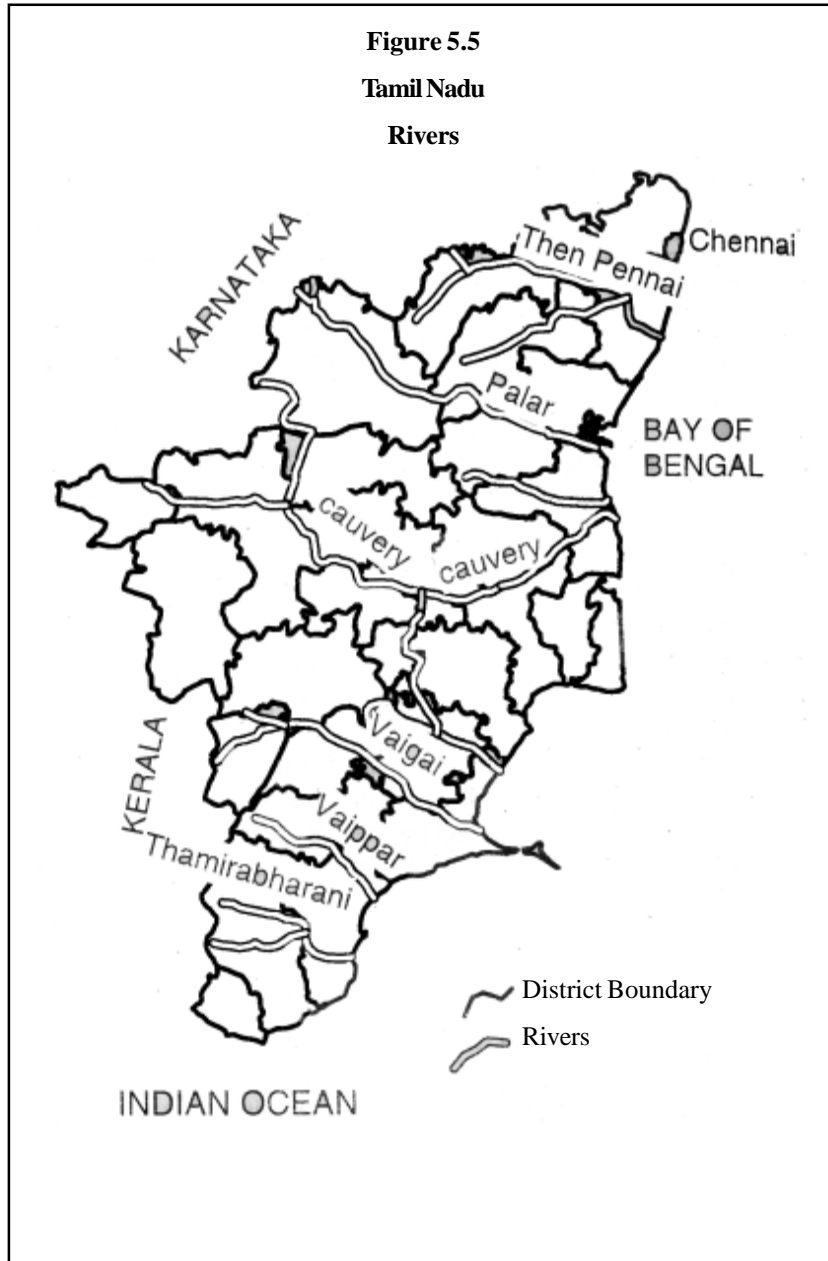
The Cauvery Plains. The Cauvery and its tributaries drain these plains. The maximum height is less than 300 m. The plains extends over the districts of Dharmapuri, Salem, Thanjavur, Tiruchirappalli, Thiruvarur, Pudukottai, Karur, and Nagapattinam. In the north are the Pachaimalai and the Kollihills, while Viralimalai is in the south. This is a fertile plains with alluvium.

The Dry Southern Plains. At the foothills, these are seen as highlands. The districts of Madurai, Sivaganga, Ramanathapuram, Virudhunagar, Thoothukudi and Dindigul are included in these plains. These plains are covered with alluvial and aeolian deposits between the rivers Palar and the Cauvery. The plains are confined mainly between the coastline and 150 m contour. Typical coral reefs on the east coast occur at about 3 metre above the sea level in the Pamban island at the head of the Gulf of Mannar. Along the coast, there is a narrow belt of sand dunes, which rise to about 10 m on the Tuticorin coast. Further south, in Tirunelveli district, the red sand hills, locally known as 'teris', rise to over 50 m behind the sands. The rest of the plains are mainly alluvial, formed by the fast-flowing rivers, of which the Cauvery in the north and the Tamiravaruni in the south deserve mention. These rivers have wide deltaic formations at their mouths.

THE DRAINAGE SYSTEMS

All river systems of the State (Figure 5.4) flow eastward from the Western Ghats and are rain fed. The Palar, the Ponnaiyar and the Cheyyar are the three important river systems in the north. None is perennial. Cutting across the centre of the State is the Cauvery. Fed by both monsoons, it is practically perennial, although in recent years this has become more dry owing mainly to the impounding of the waters in the dams in Karnataka. There is a long standing water

Figure 5.5
Tamil Nadu
Rivers



dispute, waiting to be redressed, between the State of Tamil Nadu and Karnataka. Yet, along with its tributaries, the Bhavani and the Amaravathi, it is the most important source of canal irrigation. South of the Cauvery are three important rivers, namely, the Vaippar, the Vaigai and the Tamiravaruni. Of these, Tamiravaruni is perennial and a source of canal irrigation. Besides these, there are several other smaller and less important rivers in the State. The rivers of the State flow in broad but shallow valleys, naturally graded almost to their heads with only slight interruptions of profiles when they pass through the Eastern Ghats. Though these rivers are not long by Indian standard, the deltas present extremely distinctive features and power and irrigational developments are outstanding.

SELF-EVALUATION

I. Fill in the Blanks

1. Madras Presidency was renamed in January of 1969 as _____.
2. The Tamils believed that the Five Cultural Landscapes were not only true of Tamil Nadu but also of the _____.
3. In Tholkappiyam _____ and _____ were considered spaces.
4. In the five landscapes, *sirupozhudhu* is considered as _____.
5. The Tamil literature emphasises the *thinai*s as the _____.

II. Match the Following

- | | | |
|--------------------|---|----------------------------|
| 1. <i>Neidhal</i> | – | Hills and hilly areas |
| 2. <i>Mullai</i> | – | Drylands |
| 3. <i>Marudham</i> | – | Forests and forested lands |
| 4. <i>Kurinji</i> | – | Littoral and coastal lands |
| 5. <i>Palai</i> | – | Fields and field lands |

III. Answer Briefly

1. What is meant by '*karuporu*' (nucleus)?
2. What were the areas under Madras Presidency?
3. Why did the States based on languages emerge?
4. What are the five cultural landscapes?
5. Write a few lines about the reorganisation of the districts.

IV. Answer in Detail

1. Write elaborately about the evolution of Tamil Nadu.
2. Write an essay about the Geography of the Sangam Period.
3. List the districts of Tamil Nadu and write a few words about each of them.

V. Practical Exercises

1. The students share their experiences of travels.
2. Using a map of the State, identify the districts by names.

Lesson 6

TAMIL NADU: CLIMATE

Learning Outcomes

1. Learning as to how climate works.
2. Learning to delineate climatic regions using criteria for classification.

Everyday, at the time of News, weather bulletins are read on the television and radio. Reports are also published in the newspapers. What are the weather reports? They are indeed the prevalent temperature and other weather details of a place on a particular day. Temperature, pressure, humidity and quantity of rainfall are some of the details these reports carry. The *average weather conditions* of a place from anywhere between 30 years to 150 years become the *climate* of that place.

The temperature and other conditions prevalent at a place on a given day is known as the weather, whereas long term, that is, the average conditions of a place over 30 to 150 years is considered as the climate of that place.

The Earth receives its heat from the Sun. The amount of heat emanating from the Sun is the same every year. Yet the temperature is high at some places and low at other places. Also, the temperatures of a place are not the same all through the year. For the whole of May, your schools are closed for the summer (*venirkalam*), isn't it? The summer temperatures are not only high in Tamil Nadu but also in the whole of India as well. Likewise, December is rather cold. Therefore, it is clear that the temperatures vary from place to place and season to season.

Know the Facts!

SEASONS

Using the calendar, the year may be divided into four seasons, namely:

January to March	:	Dry Weather
April and May	:	Hot Weather
June to September	:	Southwest Monsoon
October to December	:	Northeast Monsoon

RAINFALL REGIMES IN TAMIL NADU

There are two earlier classifications of rainfall regimes of Tamil Nadu. The rainfall regimes were devised in 1948 and 1953, with rainfall data at half-monthly intervals for the whole year of 44 provincial rain gauge stations and with rainfall data of northeast monsoon monthly totals for October-December. No other classification was ever attempted. The two classifications are comprehensive enough. The northeast monsoon rainfall is about 60 per cent of the annual total in the coastal districts and about 40 per cent in the interior districts. There is more rain in October in the interior districts whereas there is more rain in November in the coastal districts. We may look at five divisions as the rainfall based regions. They are:

- 1. The North Coastal Districts** : Chennai, Vellore, Kanchipuram, Villupuram, Thiruvannamalai, Cuddalore, Thanjavur, Nagapattinam, Thiruvarur and Pudukottai with a mean rainfall of 635 mm.
- 2. The South Coastal Districts** : Kanyakumari, Sivaganga, Ramanathapuram, Thoothukudi and Tirunelveli with a mean rainfall of 457 mm.
- 3. The Interior Districts** : Madurai, Theni, Virudhunagar, Dindigul, Tiruchirappalli, Karur, and Perambalur with a mean rainfall of 381 mm.

4. The Submontane Districts: Salem, Namakkal, Erode, Dharmapuri and Coimbatore with a rainfall of about 280 mm.

5. The Hilly Nilgiris with a mean rainfall 507 mm.

What are the reasons for summer of high temperatures and winter of cold period? We all know that the Earth rotates on its axis at 23.5°. Further that the Sun's rays fall overhead over the equator in March and September, over the Tropic of Cancer in June and over the Tropic of Capricorn in December. Therefore, between March and September, the Sun is in the Northern Hemisphere. The Northern Hemisphere becomes hot while the Sun is overhead over the northern half of the Earth. Hence, there is hot weather and summer season during March to September in the Northern Hemisphere.

Tamil Nadu is between 8° 5' N and 13° 55' N. As such it is in the Northern Hemisphere. Hence, the Sun is overhead over most of the country during the months of March to September. That is, for seven months the Sun's rays fall directly over the State. Therefore, the summer for Tamil Nadu is slightly longer. In the Sangam age, the Tamils called the period between *Chithirai* (April) and *Purattasi* (September) as the *Venirkalam*. *Venirkalam* means that it is a period of scorching sun.

After September, the Sun moves south and shines over the Southern Hemisphere. During this period, the Sun's rays fall at an angle on the Tamil Nadu and as such it is a period of low temperatures. Therefore the period between October and February the temperature goes down and there is mild cold as well. The Tamils called this period of cold as *Panikalam*. *Panikalam* extends between *Aipasi* (October) and *Panguni* (March).

In Tamil Nadu there is high temperatures for a period of seven months, between March and September. Between October and February, the temperature declines and begins to be cold at the end of the season.

In both summer and winter, there are changes in the pressure, winds, cloud cover, and precipitation in accordance with the temperatures. Besides these, location, landscapes and nearness to sea influence climatic conditions. Therefore, on the basis of this change the climate of Tamil Nadu may be divided as follows.

SUMMER (VENIRKALAM)

The Indian Summer stretches between March and September. As the Earth revolves around the Sun, there is an apparent movement of the Sun towards the north. The Sun that shines overhead over the Tropic of Capricorn in December moves north to reach the equator in the month of March and the Tropic of Cancer in the month of June. As India is in the Northern Hemisphere, the Sun's rays fall overhead over the country during these months. And, particularly, as Tamil Nadu is between the Tropic of Cancer and at close quarters to the Equator, the temperatures increase from the month of March. In May, the temperature in Tamil Nadu reaches beyond 40° C. The Indian landmass is also experiencing the gradual increase in temperature and reaches the peak temperature in May. The distribution of temperature is therefore increasing as we move towards north from the State of Tamil Nadu.

Know the Facts!

RAMAMURTHY'S CLASSIFICATION

Dr. Ramamurthy was a faculty of the Puna University Geography Department. In 1948, he wrote his thesis on the climate and rainfall of Tamil Nadu. According to his classification:

Hot weather season - Masi-Vaikasi (Mid-February to Mid-June)

Southwest monsoon - Aani-Purattasi (Mid-June to Mid-October)

Retreating monsoon - Aipasi-Karthigai (Mid-October to Mid-December)

Cold weather season - Markazhi-Thai (Mid-December to Mid-February)

FLOODS AND DROUGHTS

The State suffers from the twin scourge of floods and droughts. Abnormal rainfall during the northeast monsoon happens to be the cause for floods in the State. The Meteorological Department, in defining the term **flood**, takes the view that a flood is said to have occurred when the rainfall during a given period is in excess of 50 per cent. The long term percentage departure in excess of normal rainfall

has shown that the State has more number of deficit rainfall years than excess and flood is thus a rare phenomenon with occurrences in about 8-12 years. It is also seen from the long term data that there was no periodicity in the occurrence of floods, although the floods do recur. But such recurrences are random.

Drought is generally understood as a period of dryness due to lack of rain. The drought is a rainless situation for an extended period during which some precipitation should have normally been received but not. Pamban experienced the worst decade during 1911-20 with as many as 7 droughts - 1 disastrous, 1 severe and 5 moderate- and again during the last five years of the period. Interestingly, however, Salem experienced 5 moderate droughts in the entire 75-year period, during which time a total of 37 droughts had occurred here, with 15 severe and 17 large ones.

The Tamil Calendar shows that the Sun moves towards north from the Tropic of Cancer during January 14-15 of the year and these are celebrated as the *Pongal* (harvest festival) in Tamil Nadu and *Sankaranthi* in India.

THE SIX SEASONS OF THE TAMILS

According to the rules of 'inner space' of the Tamils, the time was divided into two classes: *Perumpozhudhu* and *Sirupozhudhu*. As we have seen before, the six seasons of a year are the *perumpozhudhugal*, whereas the six periods of a day are the *sirupozhudhugal*. The seasons of year and the periods are shown below:

- | | |
|--------------------------------|--|
| 1. <i>Karkalam</i> | - <i>Aavani, Purattasi</i>
(August-October) |
| 2. <i>Kulirkalam (Koothir)</i> | - <i>Aipasi, Karthigai</i>
(October-December) |
| 3. <i>Munpanikalam</i> | - <i>Margazhi, Thai</i>
(December-February) |
| 4. <i>Pinpanikalam</i> | - <i>Masi, Panguni</i> (February-April) |
| 5. <i>Ilavenirkalam</i> | - <i>Chithirai, Vaikasi</i> (April-June) |
| 6. <i>Mudhuvenirkalam</i> | - <i>Aani, Aadi</i> (June-August) |

Although the summer temperatures are high in most of Tamil Nadu, it is rather mild in the coastal areas and on the hills. You have already learned that the land gets heated quickly and the water gets heated slowly. Therefore, the land is very hot during summer while the water is relatively less hot. This also results in pressure differences between the land and water. There is a low pressure on the land while there is a high pressure on the water. This causes the air to blow from the sea. This air reduces the temperature of the land. The breeze that blows from the sea towards the land is known as the sea breeze. For example, you are aware of our capital Chennai on the east coast. The sea breeze that blows from the sea reduces the temperature of the city a little bit. Likewise, the temperatures along the coast of the State will also be slightly low.

The places in the interior and away from the seacoast will have higher summer temperatures. But as the cool / cold air crosses the hot landmasses, it loses its heat and becomes relatively dry and hot. This is the reason why interior places such as Madurai and Tiruchirappalli are hotter than the coastal Chennai.

The impact of summer temperature is not felt on the hills. It is because, as you have learnt in your lower classes, the temperature decreases as we go higher and higher. The temperature of a place depends on the height at which it is found. In the Himalayas, the Western Ghats and even the Eastern Ghats record low temperatures according to their heights. It is for this reason that the places such as Ooty, Conoor and Kodaikanal on the Western Ghats are summer resorts and touristic spots.

Although the summer and high temperatures are widespread in Tamil Nadu, they are relatively low along the coasts and the hills.

KULIRKALAM (WINTER)

The Sun overhead over the Tropic of Cancer in June begins to move towards the south slowly. It crosses the equator in September and reaches the Tropic of Capricorn in December. As the Sun's rays fall on a slant in the Northern Hemisphere, the temperatures are beginning to fall. It is winter for the Northern Hemisphere from the month of September to February.

It is winter also for the Indian subcontinent. Tamil Nadu is not as cold as North India, because it is close to the equator (8° C). Besides,

there is a long coast . The sea surface is slightly warmer than that of the land surface. Therefore, places such as Thanjavur, Nagapattinam and Chennai will have relatively mild temperatures. It is summer for the Southern Hemisphere during this period.

KARKALAM

The pressure differs in accordance with the temperatures. You have already learnt in earlier classes that the pressure is low when temperature is high and vice versa. In summer, there is a low pressure formed at the northwestern India because of the high temperatures there. At the same time, there is high pressure in the Southern Hemisphere but it is on the sea surface. Hence, the air blows from the high to the low. It is this that reaches the Indian subcontinent as the southwest monsoon. This is blocked by the Western Ghats and therefore it gives copious rainfall on the western slopes of the Western Ghats. Tamil Nadu is in the rain shadow and hence received low rainfall.

CYCLONES

Tamil Nadu suffers as well as benefits from the cyclones. They are a vicious offspring of ocean and atmosphere, powered by heat from the sea. They are an intense low pressure system in which the wind speeds exceed 65 kmph. Their size may be as small as 150 km across and as large as 1000 km in diameter. The height often extends upto 14 to 15 km. The spiralling wind speeds near the ground level could be as high as 200 kmph. The cyclonic storm may move about 500 km a day.

The cyclones generally form in the Bay of Bengal and Arabian Sea during the pre-monsoon (April-May) and post-monsoon seasons (October-December). They are commonly known as monsoon depressions. These disturbances are often referred to as depressions. Normally, the pressure departure at the centre of the depression is 2 to 6 mb and the wind speed below 40 kmph. If the pressure departure is 6 to 10 mb and wind speed 40 to 60 kmph, at the centre, then they are classified as cyclones. The average annual frequency of depressions of all intensities is 13 over the Bay of Bengal. Of these, 7 occur during the four monsoon months - June through September.

It is the Bay of Bengal depressions, rather than those of the Arabian Sea, that adversely affect the State. They are also benevolent

sometimes giving copious rains to the coastal tracts. As long as the system lies over warm waters, its intensity goes on building and only when it moves over a region of cold water or land its decay starts.

The decaying is however very rapid and the whole system may collapse in a few hours to a day. Fortunately because of this, the damage caused by the depressions confines only to extreme coastal areas. The destruction due to cyclonic storms is caused by three factors, the heavy rains, the high winds and the storm surges. The torrential rains are cause for local flooding and inundate lowlying areas. They can cause flood in rivers causing breaches. The very high wind speeds can blow off the roofs and cause severe damage to telecommunication and they can even smash glass panes of windows and doors. They cause high waves well out at sea which are highly dangerous for ships and smaller crafts. Fishermen often get caught in a storm and are carried away far out to the sea. The most destructive factor associated with the cyclones are the storm surges or tidal waves. Past records show that 75 per cent of the loss of lives caused by the cyclones are due to storm surges.

Know the Facts!

MARCHING DESERTS

We have already learnt that there was no desert at all in Tamil Nadu. But today, they are marching forward in many areas. The deforestation that has been on for several years has converted much of the Western Ghats into bald mountains. Besides the rains that fell aplenty and the drizzle that followed in the rain shadow have now become rare and drought exists for one or two years. The sand that has been piling on the foothills of the Western Ghats in Theni district and the villages at the foothills have now sand dunes, sand drifts and encroachments occupying an area of 12,000 hectares and the land under the sand has become semi-arid. The rains became rare primarily due to deforestation of the western, windward slopes. This has now resulted in the southwest monsoon winds, climbing up the windward slopes, climb down the leeward and scoop up soil from the ploughed fields of the foothills on the rain shadow and pile up as sand dunes. The small and big hill passes allow the winds to gush through with great speed and carry the sand particles 4 to 4.5 km from the foothills and deposit them as dunes.

And with the cutting down of the shelter belts carefully and meticulously erected during 1968-88 in just four short months, the winds have become vigorous in the last 10-15 years. With the march of the deserts, the people here have become relented and mourn the fact that they have been instrumental for the process of desertification.

The dunes are not only here but are also found in Rajapalayam area as well. It is also important to note that the winds blowing inward from the sea has moved sand from the coast and piled up dunes in the interior of the district of Pudukottai. If we do not contain the marching deserts, they may one day become a problem we could never really resolve. This must be borne in mind while engaged in economic activities.

URBAN HEAT ISLANDS

The impact of anthropogenic (human) activities on the climate has increased tremendously with the building of big cities. This is not an intentional activity, but is a side effect. The cities make new climates by destroying the micro climates existing in them. This is possible because of three processes: generation of heat, change in the landforms, and changes that occur in the atmosphere.

The fuels burnt in big cities increase the temperatures. The heat absorbed during the day is released in the night from the stone walls and concrete buildings. Therefore, urban heat islands are formed in the big cities during the nights. For example, in cities such as Chennai and Madurai, it is natural to have such heat islands where buildings and population are dense. The Anna Salai is a long road and there are several hundred high rise buildings. There is an acrid smell in the air as the vehicles burn the fuels. As the wind circulation is not good, there is a smoke screen which pollutes the air and spoils the buildings. As such there is a long heat island along the Anna Salai.

During the periods of dew and cold seasons, the outskirts are rather cold while the city centres are rather humid and hot. It is because of the heat island created by the situation here. Sometimes, the temperatures recorded in the heat islands are higher than the average temperatures as well as the temperatures of the surroundings. The heat islands are therefore seen only in cities. In fact the smoke and heat emanating from the fossil fuels burnt by the vehicles and the households create them.

SELF-EVALUATION

I. Fill in the Blanks

1. The long term average weather becomes the _____.
2. Temperature _____ from place to place.
3. After September the sun shines _____ over the south.
4. The cyclones and _____ have relationships.
5. The impact of the sun of *Venirkalam* is not felt in _____.

II. Match the Following

1. Cold weather season – June-September
2. Retreating monsoon – *Masi-Vaikasi*
3. Southwest monsoon – October-December
4. Hot weather season – *Margazhi-Thai*
5. Northeast monsoon – *Aipasi-Karthigai*

III. Answer Briefly

1. What is meant by weather?
2. What do weather charts give?
3. Weather and Climate - Differentiate.
4. Define *Venirkalam*.
5. What are urban heat islands?

IV. Answer in Detail

1. Give details about the period known as the *Panikalam*.
2. Write explanations about the droughts and spreading deserts.
3. Write about cyclones in about ten sentences.

V. Practical Exercises

1. Collect proverbs about climate and weather and learn their meanings.
2. Visit the sand dunes and the mountains nearby and learn about the weather and climate of the regions.

Lesson 7

SOILS, VEGETATION AND ANIMALS

Learning Outcomes

1. Learning to appreciate the role of plants and animals in human life.
2. Understanding how we feel the responsibility towards our animals.
3. Learning about the positive and negative impacts of human activities.

Soils, plants and animals are the fundamental resources for human and cultural development. There are historical evidences that show the destruction of soil is indeed the destruction of a community, even government. Vegetation is indeed the function of soils and water, together with the climate. Forests give asylum to the animals. It is common parlance that, with the destruction of forests, several hundred ecosystems have been destroyed. If we conserve and protect soils, the vegetation will flourish. If the vegetation flourishes, then the human and animal lives will prosper. Animals are indeed the life-blood of human life. Above all, if the diversity of plants and animals are destroyed, then there is a real danger of human life becoming extinct as well. Therefore there is a great role for soils, natural vegetation, and animals in human development. In this lesson, we will assess the soils, vegetation and animal resources of the State of Tamil Nadu.

SOILS OF TAMIL NADU

The soils of Tamil Nadu may be classified as those of the following five types:

1. Alluvial soils
2. Regur or the black soils
3. Red soils

4. Laterite soils

5. Saline soils

The alluvial soils are the best soils. For it is in these soils that the crops grow well and give good yields. Of the other soils, all soils are good for cropping, except of course for saline soils. Because these soils are distributed widely in the State, the people are dependent on all soils. In several places, agriculture is poor primarily because of population growth and loss of nutrients in the soils. Water scarcities increase the problem further. It is for this reason, there is need for the people to engage in improving and consolidating water resources. Growing trees and rainwater harvesting are the two important activities towards such objectives. Therefore it is important to prevent forests from being destroyed.

ALLUVIAL SOILS

The **alluvial** soils are found in both the coastal and deltaic areas. They are found in the deltaic tracts of the rivers of Tamil Nadu, more especially the Cauvery in Thanjavur, Thiruvarur, and Nagapattinam districts and also in Villupuram, Cuddalore, Thirunelveli and Kanyakumari districts.

The alluvial soils are generally fertile. It is rich in lime, potassium and magnesium but nitrogen and phosphoric acid are a minimum. Paddy, sugarcane, banana and turmeric are the main crops grown here.

BLACK SOILS

The **black cotton** soils are found extensively in the districts of Coimbatore, Ramanathapuram, Tiruchirappalli, Pudukkottai and Thanjavur in the State. They crack very deeply in summer and as a result of having a high clay content they possess low permeability and high moisture holding capacity, often 65 to 85 per cent. In Palladam, Pollachi and Udumalpet taluks, gypsum is found associated with the black soils. These soils are composed of clayey material high in alumina, lime and magnesia. But nitrogen is low. Cotton and sorghum are the important crops of the black soils with fodder and cumbu in the

southern districts. In regard to chemical composition, the black soils have a high per cent of potassium, lime and magnesium but nitrogen content is low as is common in Indian soils.

RED SOILS

The **red soil** areas are particularly confined to the central districts. They are deficient in organic matter and poor in plant nutrients. They absorb rains readily but do not retain the moisture long. They get fit for sowing earlier than the black soils. Almost all crops are grown where irrigation is available. The amount of lime is small, magnesium is not high and phosphoric acid is uniformly low.

LATERITE SOILS

The **laterite soils** are not very extensive, with only certain pockets. These are found in Kanchipuram, Thiruvallur and in Thanjavur districts. The red colour of laterite soil is due primarily to its iron oxide content. The laterites are formed in regions which are subjected to alternate heavy precipitation and a dry hot period. The low level laterites under cultivation are rich in nitrogen content. They contain fair amounts of total phosphoric acid. Laterite soils are heavy but well drained. They are of low fertilities and are subject to leaching under heavy rainfall conditions. Paddy is the chief crop grown in these soils. Other crops are ginger, pepper and plantains.

SALINE SOILS

A minor soil is that of saline soils, considered interzonal formation, and is found in the coastal environment. They are found in places where drainage facilities are scarce and evaporation is high. For example, these soils are found in a small pocket in Vedaranyam.

VEGETATION

By a 1984 survey, the total forest area in Tamil Nadu was 2.2 million ha. The percentage of forest cover to land area was nearly 17 per cent. The value of forests as Nature's means of soil and water conservation, wild life preservation and sustaining the ecological balance is well recognised. They make the climates mild. They also

provide for employment. It is also recognised that the forests have important productive and protective functions. The forests continue to give us forest products both for industrial and domestic purposes. Forests are a renewable resource. Yet there is not much activity in renewing the forests.

The differences in precipitation and landscapes determine the types of forests. The forests of Tamil Nadu may be classified as those of (1) the Subtropical hill forests; (2) Temperate hill forests; (3) Tropical, dry evergreen forests; (4) Thorny shrub forests; and (5) Mangrove forests.

1. Subtropical Hill Forests

These wet hill forests are found at a height of 1000 - 1500 metres on the Nilgiris and Palani hills. Below them are the stunted rainforests.

2. Temperate Hill Forests

These forests are found at heights above 1500 metres on the Nilgiris, Anaimalai and Palani hills. These are low, dense but small growth forests. These forests abound in epiphytes, mosses and ferns.

3. Tropical Dry Evergreen Forests

These are found mostly on the coastal areas of Tamil Nadu. There are also short but dense bushes and grasslands.

Know the Facts!

OUR TREES

Sacred trees (*thala vrikshas*) are found in our sacred groves and in the tank or lake areas of the country. Every temple, temple town has a sacred tree. In some places, the trees are in the sanctum of temples and are worshipped along with the gods. Some cities are even named after the *thala vrikshas*.

In 1988, some 60 sacred trees of Tamil Nadu were discovered. It is also come to our knowledge that the Western and the Eastern Ghats hold within them more than 100 sacred groves. They have a great role in preserving the bio-diversity. It is also heartening to note that they

are being used for environmental biological researches. That 'sustaining these will be part of our sustainable development efforts' must be recognised.

4. Thorny Shrub Forests

The thorny shrub forests are found in areas of long, dry periods and low rainfall.

5. Mangrove Forests

These are found in the Vedaranyan and Pichavaram regions of the east coast. Sundari trees are found in these forests.

Distribution of Forests. The distribution of forests among different districts of the State is very uneven. Concentration of forests is to be found mostly in the hills of the western districts and in the Javadhu groups of hills in Vellore district and there are also dense forests in Salem district. The Nilgiris has most of its area under forests, a little more than half its area. Many of the districts have less than 5 per cent and the district of Thanjavur the least, less than 1 per cent.

Know the Facts!

TREE WORSHIP

Like in other cultures, the Tamil culture also practised tree worship. It is also actively practised now. It is learnt from the Tamil literature that during the Third Sangam praying to the trees was in vogue.

It was well-entrenched that the gods lived in trees. The Sangam literature such as the *Agananuru*, *Kalithogai*, *Purananuru*, *Natrinai*, *Thirumurgatrupadai* and *Kurnthogai* bear evidence for the practice of tree worship by the Tamils. *Vembu*, *vengai* and *kondrai* are some of the trees appropriate for deities worshipped by the Tamils.

Because we cut these sacred trees that our forests have become wiped out. Because they give us rains, they are all sacred to us. If we act in that faith, then the forests will flourish and we will get plenty of rains. We and our country will prosper.

TREES ARE BECOMING FUELS

Because we use trees as fuelwood, our forests are fast destroyed is an assessment. In every village, trees are being used as fuelwood. Collecting twigs and cutting wood from the trees grown on poramboke are done for making income for livelihood in the poor households.

As the practice of growing trees and cultivating betel vine is on the wane, the forests are getting quickly destroyed. Therefore, we should create awareness among the people about the need to revive the practice of growing trees and betel vine gardens for meeting the increasing fuelwood needs. Casuarina plantations must be encouraged and incentives may be given for such activities.

Most trees in the State shed their leaves to save water from evaporation. Such forests are known as the deciduous forests. Tamil Nadu is one of the fortunate States to possess sandalwood plantation with nearly 588,000 ha. Hard wood is useful for construction purposes. Such trees are available in the forests of Coimbatore, Nilgiris and Kanyakumari. The trees that are used as fuelwood are densely found in Madurai, Coimbatore and Thirunelveli districts. Kanyakumari district has rubber plantations. In the Nilgiris, camphor and eucalyptus trees are grown in afforested areas. In the foothills of the Western Ghats near about Thirunelveli and Virudhunagar districts the trees used in making match sticks are luxuriating. The trees such as peepul (*arasamaram*), blue apples (*naval*), goose berries (*nellikai*) and jack (*pala*) grow very well in the State and also help preserve groundwater. So the people must be encouraged to grow such trees. Besides, it is good to grow trees everywhere, in the villages, towns and cities, and wherever possible. Forests must be protected. Needless to say that growing forests, increasing and improving them will help improve our own lives. Remember that it is conclusively proved that the forests provide for rains.

The forests improve the natural beauty of a place. They also prevent air pollution. In the cities they are useful in bringing down the heat and preventing air pollution. If grown along the highways, in dense patches, they will be useful in muffing noise as well. Growing on

the slopes of the hills, they prevent soil erosion and land slides. As students, it is your duty to inform your parents and the public about the importance of developing forests. It is appropriate to begin this activity in your school.

WILD ANIMALS

The animals and birds living in the forests are indeed the wild animals. In Tamil Nadu, the Western Ghats and the hills of the Eastern Ghats abound in wild life. Black bear, several different deer varieties (forests of Chennai), wild hog, leopard, fox, jackal, tiger, elephant, hare and python as well as other varieties of snakes are all found in the forests of Tamil Nadu. Crocodiles live in rivers as well. There are also several different kinds of birds in our State. Peacock and peahen, lark (*kuiil*), crow, mynah, parrots, cranes, stork and eagle are found everywhere. Birds of several species come to Vedanthangal Sanctuary from far off places. The sanctuaries - elephant sanctuaries of Anaimalai, tiger sanctuary at Mundanthurai, and bird sanctuaries at Vedanthangal and Kodikarai - attract tourists from all over the world. Tamil Nadu receives foreign exchange and income from the tourists.

Know the Facts!

WILD AND DOMESTICATED ANIMALS ARE OUR LEGACY

Just as the trees were, and are, worshipped, the wild animals were, and are, also worshipped in our culture. It is perhaps because of this that our people made animals the vehicles for gods and appropriately preserved them. In our mythology, bull (*Nandi*) is the vehicle of Siva, blind mouse (*moonchuru*) is the vehicle of Vinayaka, peacock (*mayil*) is the vehicle of Lord Muruga, and eagle (*garudan*) is the vehicle of Lord Vishnu. Kamadhenu (cow) is sacred and is considered the god that gives food for the people of the world.

But in recent times, wild animals were hunted and decimated. There are tiger projects in many places to preserve these wonderful animals. Even the cattle, because of the loss of their use in agriculture, are being sold for meat. The cattle are driven in big herds from the agriculturally prosperous areas such as the deltas to Kerala and are

slaughtered for export of meat to the Gulf countries. Dung is no more a preferred farm yard manure and the tanning industries demand hides and skins of the livestock. Hence, the number of cattle including small stock has declined drastically.

Therefore, wild and domesticated animals must be protected. It must be understood that without animals our life will be dull and this we must realise and focus our attention on protecting and rearing them for our own good.

But yet, it is this living mantle that is being jeopardised by the destruction of the forests. It is not confined only to the Western Ghats although it is here there is great destruction, but is also widely prevalent in other forest areas as well. To save the forests, there is need to combine a number of different approaches. It is important also to keep in view the need to conserve the biological diversity of the forests, to provide fuelwood, fodder, leaf manure and small timber for the people of the area, to generate employment in the process of ecorestoration and to continue to supply raw materials to the industries. Revegetation is only one of the facets of the complex task of ecorestoration. But this has to go hand in hand with conservation of soil, good use of water, a switchover to stall feeding of cattle and many other activities.

The efforts of the government are not adequate in regard to protection of the animals. People's participation is limited. It is our responsibility to protect the forests and wild animals. There are programmes on-going in an effort to increase and improve forests, and increase the area under them. Social forestry has been encouraged in order to improve the availability of fuelwood as well. Soil erosion has been averted in many areas because of the growing forests.

SELF-EVALUATION

I. Fill in the Blanks

1. Vegetation is a function of _____ and _____ together with climate.
2. The power of retention of moisture is low in _____.
3. The _____ forests are found on the Nilgiris, Anaimalai and Palani Hills above 1,500 metres.
4. In Tamil culture, worship of _____ and _____, was in vogue.
5. Vedanthangal sanctuary is known for migratory _____.

II. Match the Following

1. *Chithirai* – *Palasu*
2. Vaigasi – Vanni
3. Aani – Maa
4. Aadi – Punnai
5. Thai – Athi

III. Answer Briefly

1. Where do we find alluvial soils?
2. Classify the forests of Tamil Nadu.
3. What are the ill-effects of deforestation?
4. Write about the wild animals of Tamil Nadu.
5. What was the status of trees in Tamil culture?

IV. Answer in Detail

1. Write an essay on the forests of Tamil Nadu.
2. Write about the soils and crops of Tamil Nadu.
3. Write an essay on the animals of Tamil Nadu.

V. Practical Exercises

1. Teachers take their students on a visit to a nearby forest and explain the storey vegetation, classification of plants, animals and birds.
2. Students debate in the class on topics such as Bio-diversity, National Parks, and Sanctuaries.

Lesson 8

HUMAN RESOURCES DEVELOPMENT

Learning Outcomes

1. Learning about the importance of human resources development in socio-economic development.
2. Learning as to what we expect in the future.

The principal factors responsible for the development of a country are the natural and human resources. By using the natural resources properly and in appropriate ways individual's income and the country's economy can be improved. The reason for considering the humans as a resource is primarily because of their number and quality, which are indeed the causes of the country's development.

India is no doubt a country of very large human resource, both in number and in quality. It has 1.03 billion people and occupies the second position in population among the countries of the world. There is no denying the fact that the knowledge of Indians has contributed much to the science and technology of the world. It is in recognition of this ability that the Indians find employment opportunities abroad. There is also a world belief that Indians are skilled and they are also good workers. Despite adequate natural and human resources, our development is hindered primarily by the high growth of population. India's population is its strength as well as its weakness. According to the current estimates that India doubles every 29 years, adding an India to the population. Some 40 years ago, however, women and children were dependent on men and as such the per capita income as well as productivity were very low. But the situation has rapidly been changing.

Currently, however, science, technical advancements and globalisation have ushered in among the people, especially women, an awareness that the population growth rate has seen much change.

Tamil Nadu is eleventh in geographical area and seventh in population among the States of the Indian Union. The men account for 50.2 per cent and women 49.8 per cent. The distribution of population in Tamil Nadu indicates that, of the 62.1 million people, 34.9 million are in rural areas and 27.2 million are in ruabn areas. As for Tamil Nadu, most villages are connected with the nearby towns and have electricity connections, schools and medical facilities and 56 per cent of the people are in the villages. Chennai alone has grown into a metropolitan centre. In comparison, the cities of Tiruchirappalli, Coimbatore and Madurai are small cities.

GROWTH OF POPULATION

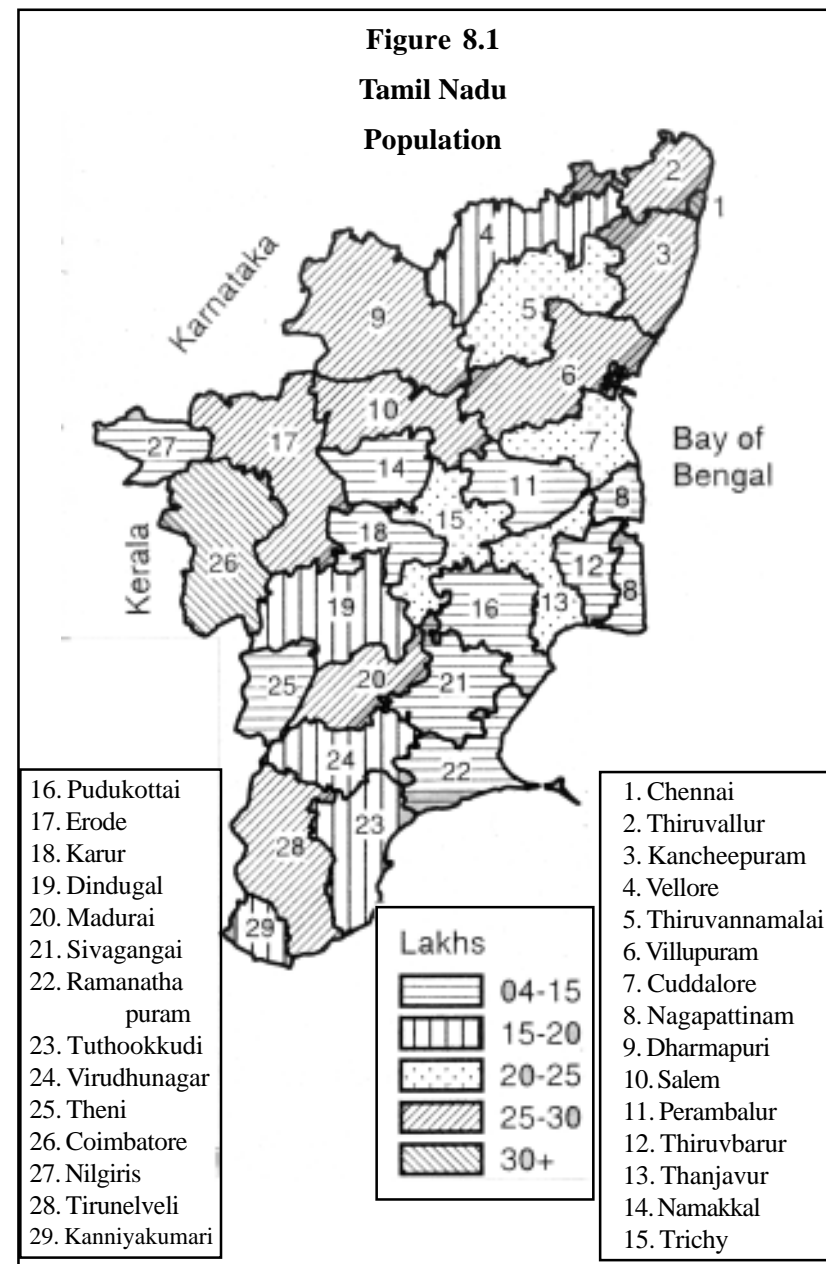
The population of Tamil Nadu has grown at a slower pace relative to the nation and the States of the southern region. Population growth during the period 1951-61 was 11.85 per cent. But that of India was of the order of 21.50 per cent. This has increased to 22 per cent during 1961-71 because of the faster decline in death rates. But since 1981, the population growth of Tamil Nadu has been on a decline.

POPULATION DISTRIBUTION AND DENSITY

In terms of population distribution, the districts of Chennai, Madurai, Villupuram, Cuddalore, Vellore, Salem, Coimbatore, Tiruchirappalli, Karur, Thirunelveli and Thoothukudi have higher concentrations. The Nilgiris, Sivaganga, Ramanathapuram, Perambalur and Namakkal districts have sparsely distributed population. The density of population of Tamil Nadu is 486 per square kilometre. However, in areas such as wetlands or swamps, hills and forested areas the population density is low.

POPULATION DISTRIBUTION BY DISTRICTS

When looked at the distribution population at the district level, the district with a very large population is Coimbatore. The population



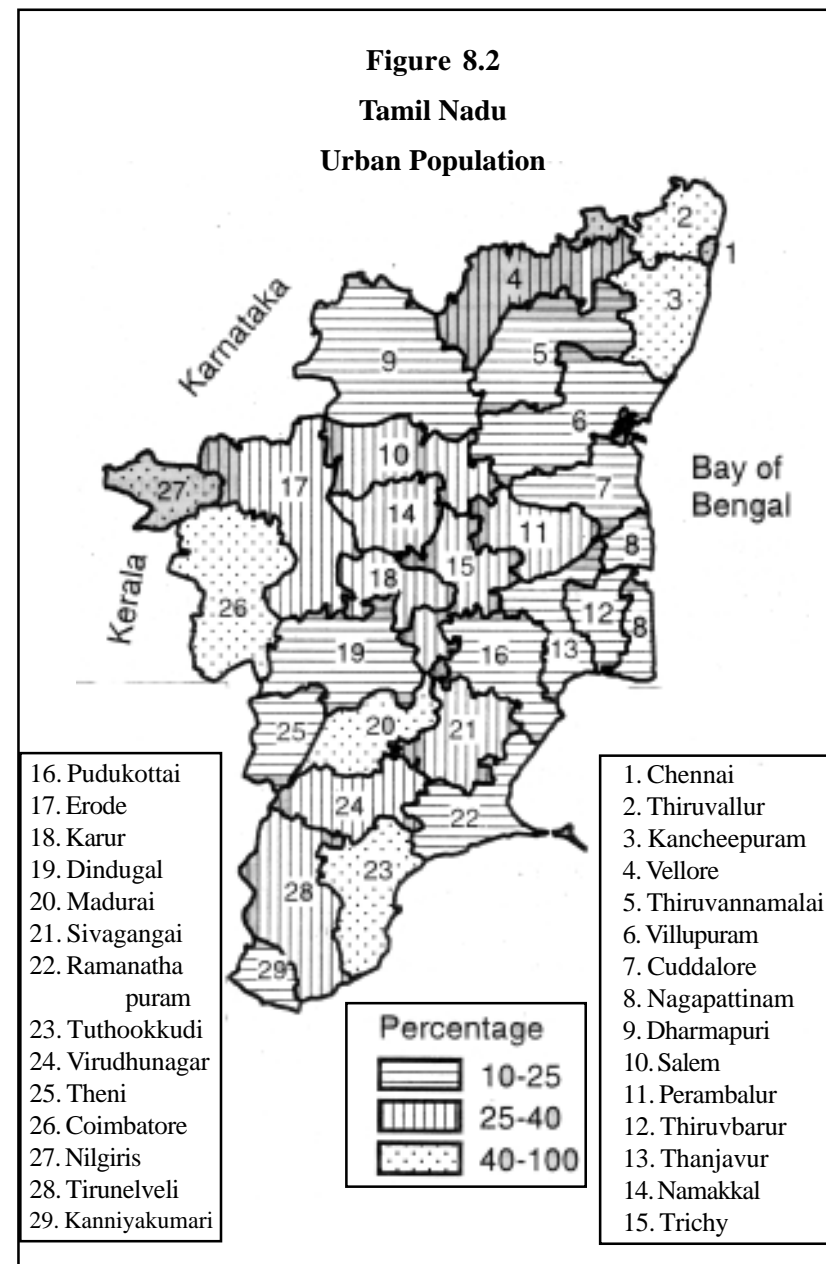
of the district in 2001 was 4.224 million. Even Chennai occupied the second position. The population in the city was 4.216 million. But the entire population was urban in Chennai, the urban population of Coimbatore amounted to 2.8 million only. As such the rural population of this district was 1.44 million (see Figure 8.1 for population distribution for 2001)..

Salem was the third most populated district (population 2.993 million), while Kanchipuram was the fourth largest (population 2.871 million). Thirunelveli district with a population of 2.801 million occupies the fifth place. Dharmapuri (2.833 million), Thiruvallur (2.74 million), Villupuram (2.944 million), Erode (2.57 million), Thanjavur (2.21 million) and Cuddalore (2.281 million) districts had more than 2 million population. All other districts have had populations less than 2 million in 2001. The smallest of the districts Nilgiris (764,826 people) and Ariyalur (694,058) were the only two districts with less than 1 million population. Note that Ariyalur district has been integrated with Perambalur district.

URBAN POPULATION BY DISTRICTS

As we look at the urban population distribution by districts, the districts that hold more than 40 per cent of people in the cities and towns are Chennai (100 per cent), Kancipuram, Thiruvallur, Madurai, Theni, Thoothukudi, Coimbatore and Nilgiris. In other districts, those that have 25-40 per cent of the people as the urban population are Erode, Salem, Namakkal, Tiruchirappalli, Karur, Perambalur, Virudhunagar, and Thirunelveli. All other districts have less than 25 per cent of the population as the urban population (Figure 8.2).

Thus, of the coastal districts, except for Chennai and Thoothukudi, all others have low urban population. But of the hillside districts, excepting the districts of Kanyakumari, Thirunelvel and Virudhunagar, all others have large urban population. Everywhere, industrial development is the determinant factor for urban population levels is evident.



Know the Facts!

Population Growth in our Tamil Nadu

In the beginning of the last century, the population of Tamil Nadu was about 18 million. In the next fifty years, it touched the 30 million mark. In the next 50 years, it doubled and is at 62.1 million (2001).

In comparison with India, the growth rate of population in the first years of the 20th century was slower than the country, but then for 30 years it was higher than the country's growth rate. It was only after 1941-51 that the growth rates declined and remained entirely below the country's growth rates. However, it was only after 1961-71, a clearcut and decisive decline started.

If this condition continued, then in the next 20-30 years the growth rate would become much smaller and a stability would be reached in the population totals as well. After 2020, the growth rate of Tamil Nadu's population will decline decisively and the population itself will stabilise. Only after these, there are possibilities for a rising standard of living and an improving quality of life.

SEX RATIO

In 1901 there were 1044 women for every 1000 men in Tamil Nadu. This ratio began to decline slowly. In 1911 it was 1042, and declined further to 1029 in 1921. In the next ten years it was 1027. It began to decline faster since 1931 and reached 1007 women for every 1000 men in 1951 and further declined in 1961 to 992 women for every 1000 men. As the decline after this year was rapid, this ratio stood at 978/1000 in 1971, 977/1000 in 1981 and 974/1000 in 1999. In 2001, it has now changed to 986/1000. The fact that the ratio has in the last decade begun to rise is a sure indication of a development level. It is because wherever this ratio is almost equal, there the levels of development high and good.

SCHEDULED CASTES, SCHEDULED TRIBE POPULATION DISTRIBUTION

As far as Tamil Nadu is concerned, all hill areas are occupied by tribes. In the Nilgiris district alone the population of tribes is 30-40 of the total tribal population. It is here the tribes such as the Todas, the Kotas and the Kurumbas live. Javadhu hills, Pachaimalai, Kollimalai and Yercaud hills are the places where Malayali tribes live in very large numbers. Only the Irulas are found everywhere in the State and are also on the plains. In Tamil Nadu alone, there are more than 500,000 tribes. There are 36 different tribes in the State. The Malayalis are the most

numerous than the other tribes. They account for nearly 40 per cent of the total tribal population of the State.

In terms of districts, both the scheduled castes and the scheduled tribes are found in all the districts. As the scheduled castes are engaged in agricultural labour, they are found in large numbers wherever there are important and significant agricultural activities. The districts where the scheduled castes and scheduled tribes are concentrated at the level of 20-30 per cent are Chennai, Kanchipuram, Thiruvallur, vellore, Thiruvannamalai, Villupuram, Thanjavur, Thiruvarur, Nagapattinam, Coimbatore, Dindigul, and Virudhunagar. Except for Nilgiris, in all others their distribution is to the tune of 3-20 per cent of the total scheduled caste and scheduled tribe population. Although they are found in good number in the southern districts, their distribution is not widespread. It is in the central districts that their distribution is small.

Just as there are several special development programmes in the States of the Indian Union, there are special programmes in place for them in the State as well. As these people are downtrodden and depressed it is our responsibility to give them a helping hand.

MIGRATION

The reason for a large scale migration of people from rural areas to towns and cities during 1941-51 and 1971-81 was primarily due to the movement of people to the cities and towns for education, medical assistance and for employment. This was much lower during the decade 1981-91 primarily because of the fact (1) there was a gradual decline in the migration towards the cities and towns and (2) all facilities are now being found in the rural areas as well. The increased flow of people in migration towards urban areas during 1991-2001 is attributable to the scarcity of water in Cauvery and the resultant migration of people, especially labourers, in search of jobs to the urban areas. Also due to industrialisation, employment opportunities have now gone up and hence migration as well.

As agriculture is not profitable, in terms of employment opportunity, the dependence on agriculture has come down to 50 per cent from the earlier 75 per cent. At the same time, industries have begun to grow fast. In the whole of Tamil Nadu, the industrial cities are

making much change and progress. It is because of the industrialisation that Chennai is called the 'Detroit of India' and Coimbatore is called the 'Manchester of India'.

At the instance of globalisation and foreign investments, there are industries that are engaged in computer hardware, software development and consumer products amidst the multinational corporations in operation here. Thus, industries are growing very fast.

Know the Facts!

URBANISATION

According to the expert predictions, the urbanisation and growth of urban centres in the 21st century will be far more spectacular than ever before. It is also expected that owing to population growth, globalisation, and liberalisation of the economy there will be a fast paced growth of urbanisation bringing about an economic impact on the economy.

Although Tamil Nadu is a State, it is not exceptional. Even here, urbanisation has begun with great earnest. At the beginning of the last century, there was almost no growth in the urban population (yearly rate of growth 0.0); but in 1911 it reached 1.6 per cent. In 1921 there was a fall (0.8 per cent) only to rise again. In the year 1931, this annual exponential growth rate increased to 2.1 per cent. In 1941, it slightly declined (2.0 per cent). But in the next few years it touched a high of 3.5 per cent. In 1961 it slid down to 2.0 per cent only to leap in the next decade. Afterwards, urbanisation has reached 2.5 per cent in 1981 and 1.8 in the year 1991, thus showing a drastic decline. Things improved latter and the urbanisation levels has now reached 3.5 per cent.

In the last century alone, due to the process of urbanisation, urban population has touched 5 million in 1941 from a low of 3 million in 1901. In 1971, it reached 13 million whereas in 1991 it was at 19 million and in 2001 it culminated in 27 million. If the urbanisation takes place at this pace, the population would reach a figure of 40

million in the next 20 years. But as the population of the State has the potential of growing very slowly indeed in the next few decades, this may touch 35-38 million and stabilise at that level. Whatever happens, it is not difficult to predict an urban population of about 50 per cent in the next few years.

LITERACY

According to the Census estimate of 2001, the rate of literacy in Tamil Nadu was at 73.5 per cent. Of these people, 82.07 per cent of the urban population and 66.7 per cent of the rural population are literates. In all the States, the literates among the males are larger in number than among the females. According to 2001 census, the literacy among the males is 82.33 per cent. But among them 88.4 per cent are literates in the urban areas and 77.5 per cent literates in the rural areas. As for female literacy, there are 64.6 per cent of them in all. Among them however 75.5 per cent are from the urban areas and 55.84 per cent of them from the rural areas.

Today the telecommunication technologies - telephones, televisions, radios and newspapers - available in both the urban and rural areas not only enrich the levels of literacy but also make possible a greater understanding of the world. The village and the town have started moving in the same direction because of the information revolution. At the same time there is a fear lifting its head amongst us in regard to the destruction of our culture by the media influence. But there is this unshakable belief that our culture can withstand any tests, however strong they may be in their influence and impact.

It is important to mention the new programmes for education and industries ushered in by the Government in the belief that the people are indeed our wealth and it is important therefore to help them accomplish.

DISTRIBUTION OF LITERATES BY DISTRICTS

Kanyakumari is undoubtedly the leader in education among the districts. Here, more than 80 per cent of the people are literates and are well educated. The other districts where literates are large in number are: Nilgiris, Coimbatore, Madurai, Theni, Thirunelveli, Thoothukudi, Thanjavur, Kanchipuram, Thiruvallur and Chennai. The literacy is between 65-80 per cent in these districts. In all others, the rate of literacy is between 45 and 65. These are generally the central districts in the State.

Teacher-Students ratio captures the status of the districts in terms of the educated and the literates. There is one teacher for every 45 students in the districts of Kanyakumari, Thirunelveli, Thoothukudi, Ramanathapuram, Thanjavur, Thiruvarur, Nagapattinam, Tiruchirappalli, Karur, Perambalur, Ariyalur, Salem, Namakkal and Erode. In all other districts, this ratio is between 45 and 55 students to a teacher.

HUMAN RESOURCES DEVELOPMENT

In growth and development, Tamil Nadu is next only to Kerala among the States of the Indian Union. We are in the second rank in both population growth and in literacy levels. The people who understood the need for family planning - especially small family norm and family welfare - have, unlike the other backward States of the country, controlled the growth of population to a great extent. At the same time, using the modern practices we have achieved high productivity through green revolution. We have also become self-reliant. Although we suffer because of shortage of water, we are still in the forefront of agricultural production when compared to other States.

But industrialisation was mostly low in the middle of the last century. In a research paper written in 1988, it is said that the State of Tamil Nadu experienced a stagnation in industrial development during the years 1960-80, but in all others there was considerable achievement. In the last 15 years, there has been a change for the

better that the State is now in the forefront in industrialisation as well. Standard of living, quality of education, health and all other development sectors have shown growth and improvement and they will be useful also in the near future in improving the standard of living as well.

There is absolutely no doubt about gender and development as well in the State. Yet, the fact that the people suffering from poverty and hunger constitute 25 per cent of the population is painful indeed. We must plan for the reduction and elimination of poverty and hunger. There is desire for that amidst us and in the government.

SELF - EVALUATION

I Fill in the Blanks

1. India occupies the _____ position in the world in population.
2. Tamil Nadu occupies the _____ position in population among the States in India.
3. Tamil Nadu ranks _____ in area in India.
4. The rise in sex ratio must be taken as an indicator of _____.
5. No agriculture is _____.

II. Match the Following

- | | | |
|---------------------|---|----------------|
| 1. Sex ratio | – | 35 million |
| 2. Literacy | – | 82.07 per cent |
| 3. Urban population | – | 986/1000 |
| 4. Urban literacy | – | 73.5 per cent |
| 5. Rural population | – | 27 million |

III. Answer Briefly

1. What are the development indicators?
2. What is the image of India around the world?
3. What is meant by sex ratio?
4. What is the doubling time for Tamil Nadu's population?
5. What changes are brought about by migration?

IV. Answer in Detail

1. Write an essay on the urbanisation.
2. Write an essay on the literacy.
3. Write about development in Tamil Nadu in about ten sentences.

Lesson 9

INDUSTRIES

Learning Outcomes

1. Learning how industries get established.
2. Understanding how industries help with the economic development.
3. Learning how industries are causes for pollution and affect human life.
4. Learning what remedial actions are taken towards industrial impacts such as pollution.

Industries are the sources that help us to live. In their absence, life will not be easy. It is only with the help of the industries that we could satisfy the needs of the human beings. There were several revolutions, which paved the way for several developments. Of these, agricultural and industrial revolutions are the two important ones. Humans have learnt the art of cultivation some 10,000 years ago and were able to satisfy their food and clothing needs. But only after agriculture became stabilized as an activity that humans began to learn of the other activities, especially secondary activities. With the discovery of the wheel came the industrial revolution. Yet we may say that the real industrial development occurred in the last 200 years only. It because only then there was great strides made in production. Several different commodities were produced by several different industrial activities.

In the course of time, agriculture emerged as an industry as well. New technologies, equipment and inputs were used in agricultural production. Agriculture came to be managed just as the industries were being managed. Agro-based industries (cotton and textile mills, sugar and paper mills) came into being to drastically change the

characteristics of agriculture. In this lesson, we shall learn about agriculture and the sector that aids agriculture, namely, irrigation, and industrial production using Tamil Nadu as a case study.

AGRICULTURE AS AN INDUSTRY

Agriculture is an important activity of our country. In Tamil Nadu, 70 per cent of the people are engaged in agricultural activities. We obtain from agriculture our basic needs such as food and clothing. Cattle feed is also obtained. Besides, this sector fetches half the income of the country. In Tamil Nadu, however, agriculture fetches 40 of the State income. Irrigation becomes important in the process of getting agriculture to yield good.

Irrigation. In Tamil Nadu, there is rainfall only during some seasons. It is also uncertain. There is much evaporation as well. Therefore, to grow crops properly and to give water to the crops, irrigation is needed. The extent of irrigation is at 50 per cent of the gross sown area. Of this, two-thirds of the area is under surface water sources such as the rivers, tanks and ponds and a third is dependent on groundwater for irrigation. Several methods of irrigation are used in the state for very long time. In the second century A.D., Karikal Cholan built the Grant Anicut (*Kallanai*) across the river Cauvery for facilitating irrigation. It still exists and serves the people very well.

Canal Irrigation. Canal irrigation is predominant in the Cauvery delta and in the basins of Palar, Pennaiar, Amaravathi, Vaigai, Tamiravaruni and Aliyar. Canals are built on either side of the rivers and irrigation is carried on using these canals. Dams are built across the rivers to store water and irrigate lands through the canals. Canal irrigation accounts for 33 per cent of the total irrigated area of the State. Thanjavur and Nagapattinam areas account for nearly half the irrigated area. But for some years now there has been a scarcity affecting the irrigation and agriculture of the area. Canal irrigation is practised also in Cuddalore, Tiruchirappalli, Coimbatore, Erode and Madurai districts. The dams that provide for irrigation are the Krishnagiri, Sathanur, Mettur, Bhavani, Parambikulam-Aliyar, Amaravathi, Vaigai and Periyar.

Large capital is needed to build the dams and construct canals for canal irrigation. But as a part of the water that flows in the canals is

absorbed by the ground, there is less water for crops in the dry season. The Public Works Department and the Agricultural Engineering Department personnel have been involved in efforts towards finding solutions for the problems. Canals are also being built.

Tank Irrigation. Natural depressions or depressions created by digging are used for storing water. These are generally called tanks. Crops are irrigated with the water from them. This type of irrigation has been followed since the ancient times by the Tamils. There are 39,000 tanks in the State alone. Tanks irrigate an area equivalent to 22 per cent of the irrigated area. Tank irrigation is followed in the northern and southeastern parts of the State. Kanchipuram, Thiruvallur and Vellore are the districts of the northern parts and Ramanathapuram, Virudhunagar and Thirunelveli are the districts of the southeastern parts. Chempambakkam, Veeranam, Mamandoor, Mathuranthagam, Kaveripakkam, and Rajasingamangalam are some of the very big tanks in the State.

One of the shortcomings of the tank irrigation is that the tanks occupy an area, which could otherwise be used for cultivation. In course of time, the area under water is also reduced due to silting. The tank becomes dry in summers because of excessive evaporation of water. Evaporation can be prevented from the tanks by growing trees all around the tanks. The more luxuriant the vegetation around the tank the more better will be the protection for water.

Well Irrigation. This type of irrigation uses groundwater from the wells and the tube wells. Where canal and tank irrigation cannot be carried on, well irrigation is in use. Farmers dig wells in their own lands. This type of irrigation caters to 44 per cent of the cropped area. It is often used in conjunction with other forms of irrigation as well. Well irrigation is dominantly practised in the districts of Vellore, Madurai, Virudhunagar and Thirunelveli. Only a small area can be irrigated by well irrigation. The water level in the wells vary with seasons. In summer as well as in seasons of good use, the wells may become dry. When electricity is used in pumping water from the wells the expenditure for irrigation increases as well. As such in some areas well irrigation is good while in others it is not.

Overall, the increase in area under irrigation in the earlier years is a result of an increase in canal and tank irrigation whereas the latter development is primarily due to the groundwater (well) development of the recent years. There are of course variations, *inter se*, in terms of regional pattern of irrigation.

CROPS

The environmental conditions such as the land size, quality, irrigation and climates provide for a clue to the nature and the pattern agricultural economy prevailing in the State. It is obvious that because of varying landscape, slope, climatic, water resources and soil conditions, the agricultural pattern would vary considerably from district to district. The total geographical area of the State is 13 million hectares. Of this area, 45 per cent is good for agriculture. About 15 per cent is under fallow. Forests occupy 18 per cent of the geographical area of the State. About 15 per cent is under non-agricultural uses. Paddy, millets, sugarcane, cotton and groundnut are some of the important crops of the State.

PADDY

The cropping in the State is largely mono-cultural, dominated by the staple paddy. It is cultivated in a third of the cropped area of the State. Paddy requires fertile land, plenty of water resources, high temperatures and labourers. Where there are good water resources, paddy is cultivated for three seasons. Paddy is predominant in areas of the river valleys, coastal plains and delta regions. It appears then that the area under paddy is the maximum everywhere and it is also in this food grain the irrigated agriculture accounts for most areas, with dry paddy grown also in certain parts of the State, especially hill areas, occupying a small proportion of the area.

In general, the coastal areas, the extreme southern parts and areas with irrigation facilities are dominated by rice. The delta region consisting of the districts of Thanjavur and Thiruvarur, the river basins of Palar and Pennai in the districts of Thiruvallur and Kanchipuram, the riverine tracts of Vaigai-Vaippar consisting of Madurai, Virudhunagar and Ramanathapuram, and the Tamiravaruni command

in the districts of Thirunelveli and Thoothukudi are rice areas. Tamil Nadu is the third ranking state in the production of paddy after Andhra Pradesh and West Bengal. Paddy is cultivated in 3 million hectares and the production is nearly 5 million tonnes.

MILLETS

Dry crops are grown alone or in combination with other crops where the land is dry and is characterised by low rainfall and devoid of irrigation facilities. These crops do not indeed demand water or fertile land. They are grown even in the central region of Tamil Nadu where rainfall is very low. The drier interior parts are marked for cultivation of sorghum (*cholam*) and bajra (*cumbu*) is important mostly in the southern dry belt. *Cholam*, *cumbu* and ragi are the cereals. In most places, these crops are grown as dry and very occasionally as irrigated crops. The acreage under *cumbu* is in Ramanathapuram, Thirunelveli, Perambalur, Karur and Salem districts. *Cholam* is grown in Coimbatore plateau and in Kambam Valley. Ragi is grown in the districts of Coimbatore, Dharmapuri, Vellore and Cuddalore.

PULSES

Pulses are grown in all of the State. Yet it is not adequate to satisfy the needs of the State. They are grown either as individual crops or as inter-crops. Thanjavur and Dharmapuri districts are important pulse areas.

COMMERCIAL CROPS: FIBRE CROPS: COTTON

Cotton is the much needed fibre crop. It is a commercial crop and is grown in large tracts. Irrigation is prominent in cotton. As the conditions favouring its growth are found in Tamil Nadu, it is grown here. Black soil, rainfall in the growing season, and dry conditions and high temperature when the fruits mature are some of the environmental conditions that favour the growth of cotton. Cotton is grown in about 300,000 ha. It is grown in large areas in Coimbatore plateau and in the Vaigai-Vaippar basin areas. Cotton is also grown in large tracts in Coimbatore, Thirunelveli, Thoothukudi, Ramanathapuram, Virudhunagar and Madurai districts.

SUGARCANE

Sugar is manufactured from sugarcane. Sugarcane is mostly cultivated in areas of good irrigation, fertile soils and near the sugar mills. In Tamil Nadu, however, it is grown everywhere. Thiruvallur, Kanchipuram, Vellore, Cuddalore, Thiruchirappalli, Coimbatore and Erode districts are dominant in the cultivation of sugarcane. Among the sugarcane growing States, Tamil Nadu gives the most yield. It is twice as much as that for India. Sugar is in great demand in industries engaged in fruit processing, soft drinks and pharmaceuticals. As demand for sugar is increasing, so is the area under sugarcane cultivation.

OILSEEDS

Groundnut, gingelly, castor, coconut, sunflower and mustard are some of the oilseeds grown in Tamil Nadu. Oil is used in food preparations, health of the body, and in industries. Varnish, lubricants, soaps, candles, cosmetics, and pharmaceuticals are some of the areas where oils are much used. The remnants after the extraction of oils from the oilseeds are used as feed for the cattle.

Groundnut, which is an important oilseed of the State is grown in 1 million hectare of land whereas the other oilseeds are grown in 0.1 million hectares. In Vellore, Thiruvannamalai, Villupuram, Salem and Pudukottai districts, groundnut is cultivated widely. On the other hand, gingelly is grown in the districts of Dharmapuri, Cuddalore, Perambalur, and Madurai. It is also cultivated in Erode, Ramanathapuram, Sivaganga and Virudhunagar districts to a certain extent. Coconut is grown in Thanjavur, Kanyakumari and Coimbatore districts whereas castor is grown in Dharmapuri and Salem districts. Sunflower is now grown everywhere and over a large area. Yet the area under oilseeds and the oilseeds production have not grown at all.

PLANTATION CROPS

Coffee and tea are the crops cultivated in the plantations of Tamil Nadu. As climatic conditions for growing the crops are found on the slopes of the hills, they are grown much there. These crops are grown on the slopes of the Nilgiris, Anaimalai, Kodaikanal and Yercaud

hills. Although area under these crops is not gone up, the production has increased.

INDUSTRIES

In the last years of the twentieth century, industrial development was given much importance and the industries flourished. In the last two decades or so, there has indeed been a silent industrial revolution in the State. This has transformed a predominantly agricultural State into an important industrial economy, too. The State has made impressive progress in all types of industries, large, medium and small. With water for irrigation in short supply, there has been a slow shift from agriculture to industry. With the arrival of globalisation, several industries have attracted foreign capital, especially in automobile and electronics industries, and also have shown rapid growth.

The industries of Tamil Nadu may be classified as those of agro-based, mineral, engineering and work oriented industries.

AGRO-INDUSTRIES

The Pugalur sugar mills came into existence towards the end of the nineteenth century. This was under the control of the house of Binny, but the management switched hands to Parry & Co. in the beginning of this century. Nellikuppam plant was also owned by Parry & Co. and thus there was a virtual monopoly of the sugar industry. This monopoly however lasted only until the 1930s, when many mills came up in the State. After sugar and cotton textiles, the third important industry of the State is leather, curing the leather being a traditional art of Tamil Nadu. North Arcot region is where the leather industry was concentrated, owing mainly to the availability of **avaram, konam and myrobalan** and skilled labour. The leather units, mostly small, were the producers of what was then known as the **East India Tanned Leather**, semi-finished exported to finishing units abroad.

Cotton Textiles. Cotton textile mills are those that are engaged in manufacturing threads from the cotton picked from the fields, in dyeing and weaving the cloth by designs and sending the products to the markets for sale. The industries for convenience may be designated as the cotton textile units, spinning, weaving (handlooms

and power-driven looms) and dyeing mills. The cotton textile units operating in Tamil Nadu are either any one of the above or a combination of two or more activities. Of the industries, 25 per cent of them account for cotton textiles. About 27 per cent of the people are either directly or indirectly engaged. Madurai, Kumbakonam, Arcot, Arani, and Kanchipuram are the places where some families which are traditionally involved in cotton textiles. There are 808 cotton mills and 834 spinning mills. Some 26 units are cooperatives engaged in producing spindles of thread. They together produce 107,000 spindles a day and there are more than 15,000 small weaving units. The spinning mills are important industries in districts such as Salem, Erode, Coimbatore, Karur, Ramanathapuram, Madurai, and Kanyakumari. There are 8,620 spinning mills in Salem while the concentration in Erode is about 5,000 mills. Coimbatore and Thiruppur are known for banians and inner garments while Chennai, Tiruchirappalli, and Thanjavur are famous for ready-made garments.

There is government support and incentives for cotton textiles through cooperatives and Sarvodaya Societies. Cities such as Salem, Dharmapuri, Erode, Coimbatore, Vellore, Thanjavur, Madurai and Virudhunagar are important cotton textiles centres.

Silk Weaving. Silk weaving is the most ancient of the industrial activity. There is a community of people who go by their caste name weavers. This industry buys the silk from Karnataka and processes it before dyeing and using in weaving. It mixes the *zari* in a good blend and weaves then the silk products. Salem, Dharmapuri, Kanchipuram, Arani, Thirubhuvanam, Kumbakonam and Madurai are some of the important centres of silk weaving.

SUGAR MILLS

The sugar mills are the large scale agro-industrial units after the cotton textile mills. Sugar from the sugarcane and spirit from the molasses are manufactured in the mills. Paper is also produced nowadays from the bagasse of the sugarcane. Sugar mills are generally located near the sugarcane growing areas. The most important reason for this is that when sugarcane is used in the manufacture of sugar, there is loss of weight. This reduces the cost of transport. Further as the sugar is extracted from the sugarcane

immediately after harvest, there is the prevention of reduction in juice in the cane. Sugarcane is cultivated in 260,000 ha of land in Tamil Nadu. There are 37 sugar mills in the State. Of these 20 are public industrial units while 17 are with the private industrial sector. The total production of sugar from these units is 1.73 million kilograms. Thanjavur, Thiruvannamalai, Cuddalore, Pugalur, Villupuram, Vellore and Mohanur are the important places for the sugar mills.

Food Processing Industries include rice mills, flour mills and food preservation industries. Also beverage and soft drinks producing units, *appalam*, pickles, *pappads*, jam, and mangomat producing units are found throughout the State.

Forest-Based Industries include timber sawmills, wood and wood products producing industries, and industries engaged in the production of scent, paper from softwoods and match boxes. They are found throughout the State. Timber products (for housing and home uses) are also produced widely in the State. Match industries are concentrated in places such as Virudhunagar, Vellore and Sivakasi.

Paper Mills use soft wood and sugarcane waste known as the bagasse. Kakithapuram, Sivaganga, Theni, and Thirunelveli are the places where such mills are found. Printing industries are however widespread in the State.

METAL INDUSTRIES

Industries that produce iron and steel, sheets, heavy machines and tools, automobiles and electronic goods are essentially metal based industries. Iron and steel industries are found in Salem and Vellore regions, The Salem Steel Plants have used the high grade ore from Salem and progressed very well. The industries producing iron sheets are concentrated in Palani and Thanjavur. There are also industries involved in the manufacture of stainless steel utensils scattered throughout the State. Brass vessels are produced in Karaikudi and in Thanjavur district. Heavy machine and tools producing industrial units are found in Chennai and Salem.

Automobile Industry. These include industries that manufacture two wheelers, cars, buses, lorries or trucks and railway

coaches. The coach factory is in Perambur, Chennai and this is owned by the Centre. The industrial units manufacturing two wheelers, bicycles and cycle rickshaws are concentrated in Chennai and Cimbatore. Those manufacturing petrol or diesel based two-, three-, and four wheelers are in Chennai, Tiruchirappalli, Coimbatore and Vellore. Chennai is the Detroit of Tamil Nadu as automobile industries are concentrated here. Enfield India Limited, Ashok Leyland, the TVS group, the Bajaj and the Tata as well as the multinational car manufacturing companies such as the Hyundai, Mahendra-Ford are also in the outskirts of Chennai. The Enfield produces spare parts in Vellore. There are also spare parts manufacturing units in both Coimbatore and Tiruchirappalli. The power industries of the State include those of the petroleum refineries, natural gas production units, coal and thermal plants, hydropower plants and nuclear energy industries. The petroleum refineries are in Manali, Chennai. There are also the units producing sulphur products. Neyveli has the Lignite Corporation. The electricity produced here is distributed to Tamil Nadu and Karnataka. There are thermal power stations in operation in Chennai and Cuddalore, while there is a hydroelectric power station in Mettur. There are hydroelectric power plants also at Kunda and Pykara in the Nilgiris. The Nuclear Power Station at Kalpakkam is functioning very well. Efforts are afoot to install a nuclear power plant in Kudankulam with assistance from Russia.

CHEMICAL INDUSTRIES

These are mostly found in cities and towns. They manufacture fertilisers and pesticides. Urea, Nitrogen, Phosphate, Potassium amounting to 2,700 tonnes and mixed fertilisers amounting to 8,200 tonnes are being produced every year in the State. The best among them are the TVS, NSP and FCI units. The industrial locations of Ranipet, Thiruvallur, and Thoothukudi are some of the very important centres producing 950 thousand litres of pesticides.

LEATHER INDUSTRY

These industries use salt and chemicals preserved hides and skins of animals and tan them for producing fancy goods to be sold in the country as well as abroad. There are 10,022 leather tanning units

in the State of Tamil Nadu. The tanneries are located in a few districts of the State. High concentration is found in Chennai, Kanchipuram, Erode, Vellore, Ranipet, Pallavaram, Wallajahpet, Ambur, Vaniyambadi and Dindigul.

INDUSTRIES OF CONSTRUCTION MATERIALS

These industries include units manufacturing granite stones for building purposes, cement, asbestos, wood planks and PVC pipes. Granite mining areas are located in Salem, Yercaud, Dharmapuri and Tiruchirappalli where the granites abound.

CEMENT INDUSTRY

Cement is manufactured at locations such as Tiruchirappalli, Thirunelveli, Virudhunagar and Karur where limestone rich areas are found. This is an industry that assists greatly in the construction of housing. The industries that manufacture cement as well as other products are Sankar Cement at Thazhayuthu, Madukkarai Cement, Chettinad Cement, Dalmia Cement, and Alakulam Asbestos Unit. These are well known industries as well.

The State has basic infrastructures for the production of glasses, rubber and tyres, consumer goods, computers, softwares, dyeing units, home appliances and they are distributed widely throughout the State. Likewise industries producing medicines and television units are widespread in the State.

Tamil Nadu ranks fifth among the industrially developed States of the India Union. This has been possible because of the incentives and assistance from the Government. Further the Government run organisations such as the **Tamil Nadu Industrial Development Corporation (TIDCO)**, the **State Industries Promotion Corporation of Tamil Nadu (SIPCOT)**, and the **Tamil Nadu State Small Industries Development Corporation (SIDCO)** help with the setting up of industries. There are industrial estates operating successfully in places such as Guindy, Ambathur, Manali, Ennore, Ranipet and Thoothukudi. Industries in Thiruvallur manufacture military equipment while those in the Nilgiris manufacture films, tea and gunpowder. Small scale industries are encouraged in the State.

The Government is taking all round efforts at preventing the pollution of air and the environment. Industrial development is an important economic necessity. Similarly, agricultural development and protection from pollution and pollution control are equally important.

INDUSTRIES AND ENVIRONMENTAL POLLUTION

For sometime now, environmental pollution has upset all of us. In the period after green revolution, chemical fertilisers, pesticides and weedicides have been used in very large quantities. They have reached the water bodies through irrigation, drainage canals and rainfall washing them down into the water bodies. Thus the water bodies have become much polluted. As the chemicals have been in use for long, they have now come to affect all resources such as the land, water and air. Hence, the environmental scientists say that their continued use is not good. In their opinion, if organic farming practices could be used in agriculture, then the pollution can be slowly brought down. Instead of chemical fertilisers, it is possible to use farm yard manure and vermi-compost. Oil cakes (*punnakku*) could also be used. Likewise, plant based medicines can be used in place of chemical pesticides and weedicides. These will not harm the environment in anyway. By following older cultivation practices and traditional knowledge, pollution due to agriculture can be completely eliminated.

Just as agriculture is the cause of environmental pollution, industries are also responsible for such pollution. The smoke from the industries (for example, cement industry) pollutes the air. The wastewaters from them pollute the water bodies. Chemicals used in the industries and the dye (for example, in leather tanning and textile dyeing units) pollute land and water. In fact all industries, because they do not practice effluent treatment, are responsible for pollution. So, it is important to understand how the waste can be disposed of. It is important to know that industrial smoke and wastewater cannot be let into the environment without being treated. Waste or effluent treatment is not a simple activity. It is a complex and an expensive activity. It is primarily because of the expenditure in treatment that the small unit operators dispose of their wastes into the open. Even though the waste treatment plants are being established on a cooperative basis, especially for these people, their number is now small and they are

inadequate. Besides the small industrialists are not coming forward to participate in the effluent treatment as well. As such pollution is on the go. Even the industrial units operated by the Government do not have effluent treatment facilities and hence pollution continues unabated. Therefore we must realise that if we do not prevent the environmental damage, our lives may be greatly affected one day as well.

SELF-EVALUATION

I. Fill in the Blanks

1. About _____ per cent of the people of Tamil Nadu are engaged in agriculture.
2. It is because of _____, _____ that irrigation and agriculture are affected.
3. There are _____ tanks in our State alone.
4. In paddy production, Tamil Nadu occupies the _____ rank in India.
5. There are _____ sugar mills in Tamil Nadu.

II. Match the Following

- | | | |
|------------------------------|---|---------------------------------------|
| 1. Pesticides | – | siltation in tanks |
| 2. Smoke | – | water pollution, reduction in quality |
| 3. Reduction in water volume | – | Reuse after removal of pollutants |
| 4. Waste treatment | – | air pollution |
| 5. Wastewater | – | water and air pollution |

III. Answer Briefly

1. Write about the importance of agriculture.
2. Why is irrigation important?

3. Write about the importance of tank irrigation.
4. Write a short note on paddy.
5. What are the causes of industrial establishment?

IV. Answer in Detail

1. Write an essay on irrigation.
2. Write about the problems of agriculture in an essay.
3. Choose any one of the industries and write an essay on it.

V. Practical Exercises

1. Students debate about industrial categories, industrial revolution, industrial uses with guidance from the teacher.
2. Learning about irrigation, agriculture and industries by undertaking a field visit of the nearest places.

Lesson 10

SERVICES AND INFRASTRUCTURES

Learning Outcomes

Learning the importance of services and infrastructures.

Culture helps us to understand how we can handle everyday life. It is human's social characteristics that help continue cultures. Yet, as we face a new tryst everyday we wish to adapt a desirable behaviour. In a developing society such as ours we understand the inadequacies of social characteristics.

This is why individuals have a preference for changes. Traditions become inadequate either for an individual environment or for society's needs. New traditions come into force. The good stays, and the useless disappears.

Culture and traditions apart, some of the services and infrastructures are created for us. Those services and infrastructures we build for ourselves satisfy our needs. The important among them are : education, health/ sanitation and banking services. However in all of these there is an inadequacy. We carry on several activities towards eliminating that inadequacy. Yet increasing population numbers, poverty and economic conditions make them inaccessible to many. As a result, people consume services of low quality for the sake of the low prices.

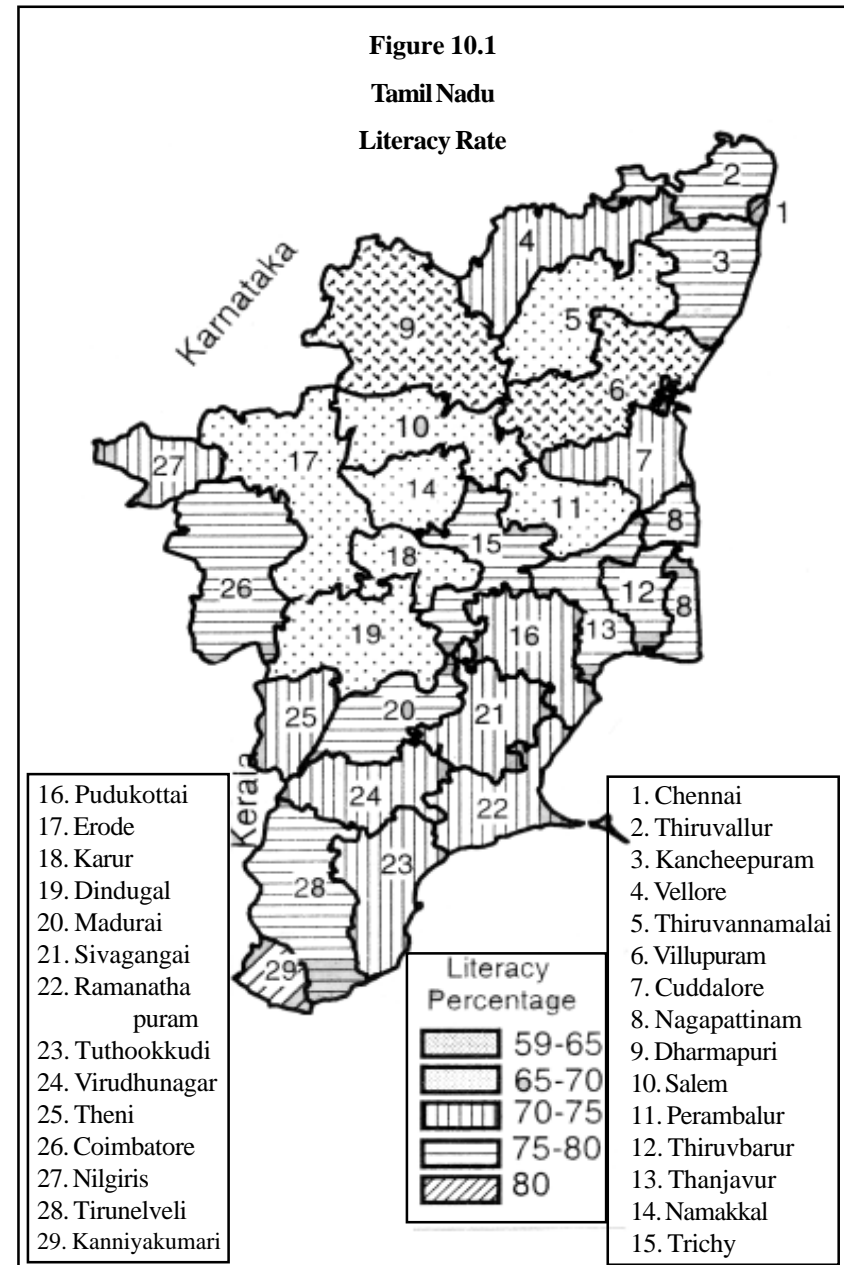
Hence, plans are formulated in the public and private sectors so as to overcome these inadequacies. It is not enough if we could only provide for the basic needs such as the food, shelter and clothing. And to use the natural resources in order to live a comfortable life, agriculture and industries are not enough. Some basic services and essential activities are very necessary. Let us look at some of them here.

A town or a village must provide the basic needs the people demand. Services must be rendered. Of these, the most important ones are: education, banking facilities, medical services, transport services, information and communication services and recreational facilities.

EDUCATION

The building block for individuals, families, communities, societies and countries are the educational institutions. Once upon a time, literature and history were prominent among the institutions of education in Tamil Nadu. Vedic schools and *gurukuls* became converted into modern educational institutions with the arrival and rule of the British. Today the schools, colleges, technological and medical colleges adapt the English system of education and teach a variety of subjects with English as the medium of instruction. Because of planned development Tamil Nadu can boast of a primary school within five kilometres, a higher secondary within ten kilometres and a college within twenty five to thirty five kilometres from any settlement. It is for this reason educational literacy is considerably high. There are 2.998 million students in the primary schools, 562,000 in middle and high schools and 514,000 in colleges and professional institutions. With the introduction of the noon-meal scheme the enrolment in primary schools has looked up. The universities such as Madras and Anna and Indian Institute of Technology in Chennai, Regional Engineering College at Tiruchirappalli and colleges connected with industries and medical schools at Coimbatore serve not only the students from Tamil Nadu but also students from other parts of India. In Annamalai Nagar, there is the Annamalai University serving the cause of education.

Education is not just to improve literacy levels (Figure 10.1). It is neither for industrial skills alone. But it is definitely for human resource development. Education helps to understand the problems of culture, quality and sanitation. These are understood in respect of the country's problems such as increasing population numbers, child development, the necessities of vaccinations and preventing disability at birth. Thus education is for understanding and resolving problems effectively. We take enormous effort at designing and developing curricula. Syllabi are devised with great care. The central and state governments implement several development programmes with the assistance from international development agencies. Universal education is the basis



for the new programme of 'sarva shiksha abhiyaan'. The National Cadet Corp and the National Service Scheme in the educational institution imbibe bravery and services in the midst of students.

MEDICAL SERVICES

Tamil Nadu is a socially developed state. Primary health care services are available within five kilometres of most settlements. The birth rate is 20.7 %; the death rate is 8.8% and life expectancy averages at 60.8 years. The primary health centres and medical services are generally integrated. The directorates of medical services, family welfare, primary health centres and medical educational services administer the hospitals. There are 227 government hospitals and 275 dispensaries in the state. For every 30,000 population there is a primary health centre. For every primary health centre there are six sub-centres. There are micro medical centres and mobile medical units, which cater to the needs of the villages. Besides curative services, they also offer preventive, rehabilitative, health and sanitation services. And besides the Government doctors, the registered practitioners serve the people through private hospitals and nursing homes and clinics. The allopathic system of medicine is widespread and is integrated with siddha, homeopathic and ayurvedic systems of medicines.

BANKING SERVICES

We do know how important is the capital for economic development. For investing capitals in economic ventures, the banking services in Tamil Nadu render great service. The banks offer financial assistance to agriculture and cattle farming through governmental programmes; they also offer such assistance for industrial development. While co-operative banks are engaged in financial assistance to the poor, the private and international banking services offer assistance for infrastructures. They are found almost in all big villages promoting savings and offering financial assistance. The national banks and the private and international banks are serving the people in a healthy competition among themselves.

TRANSPORT

Transport is an important service. It is important for the growth and development of agriculture, industry, particularly trade, and also

for home-work journeys. Transport has fully developed as far as Tamil Nadu is concerned. Also the transport charges are much smaller when compared to the rates of other states of the Indian Union.

RAILWAYS

There is rail connection even today between Kashmir and Kanyakumari, which was first of all laid by the East India Company. In Tamil Nadu, the rail transport is administered by the Southern Railways. The trains, which were once operated using steam engines, are now being operated using diesel and electricity and there are now very fast and express trains. Furthermore there are suburban trains connecting various places in the city. In Tamil Nadu today there are trains operated using broad, metre and narrow gauges. Metre gauge tracks are being converted into broad gauge lines. Rail travel is the cheapest travel for long distances with much comfort.

ROAD TRANSPORT

Road transport in Tamil Nadu connects all big villages with one another. The roads of the State may be classified as the National Highways, State Highways, District Roads, rural roads and taluk roads (Figure 10.2). The National Highways connect the states while the district roads connect important towns in the state. Roads are being laid connecting the villages and towns under the Integrated Road Development Project. The traffic jams are prevented by the construction of flyovers. Both the Government Transport Corporations and private transport corporations operate road transport efficiently. And because of the automobile industrial development in the country, the two-wheeler motorbikes and scooters, three-wheeler auto-rickshaws and four-wheeler cars have increased in numbers.

WATER TRANSPORT

Sea transport is an important service among the water transports of the State. Commodity and people are transported through the ports of Chennai, Nagapattinam and Thoothukudi. And these are considered as important ports.

AIR TRANSPORT

The internal and international airlines operate national as well as international air transport through the airport at Chennai. There are internal flights to places such as Tiruchirappalli, Coimbatore and Madurai. The one reason for the slow growth of air transport in Tamil Nadu is primarily due to the expensive seats in the planes.

INFORMATION AND COMMUNICATION SERVICES

Besides transport, information and telecommunications are also involved in serving the people. Postal and telegraph offices and telephone exchanges are now serving the nook and corner of Tamil Nadu. E-mail and internet based telecommunications have grown tremendously because of the use of computers on a large scale.

TOURISM AND RECREATION

In Tamil Nadu, centres of tourism, cinema, drama and theatre as well as National Parks are found in good number. It appears that the services are also well-developed just as agricultural and industrial development. Services provide employment for 30 per cent of the workers.

'Change' is the only Constant!

There is
nothing

constant in the world.

Everything changes;

You and I

Change.

But 'that' which does not change

is 'change' only!

That happens,

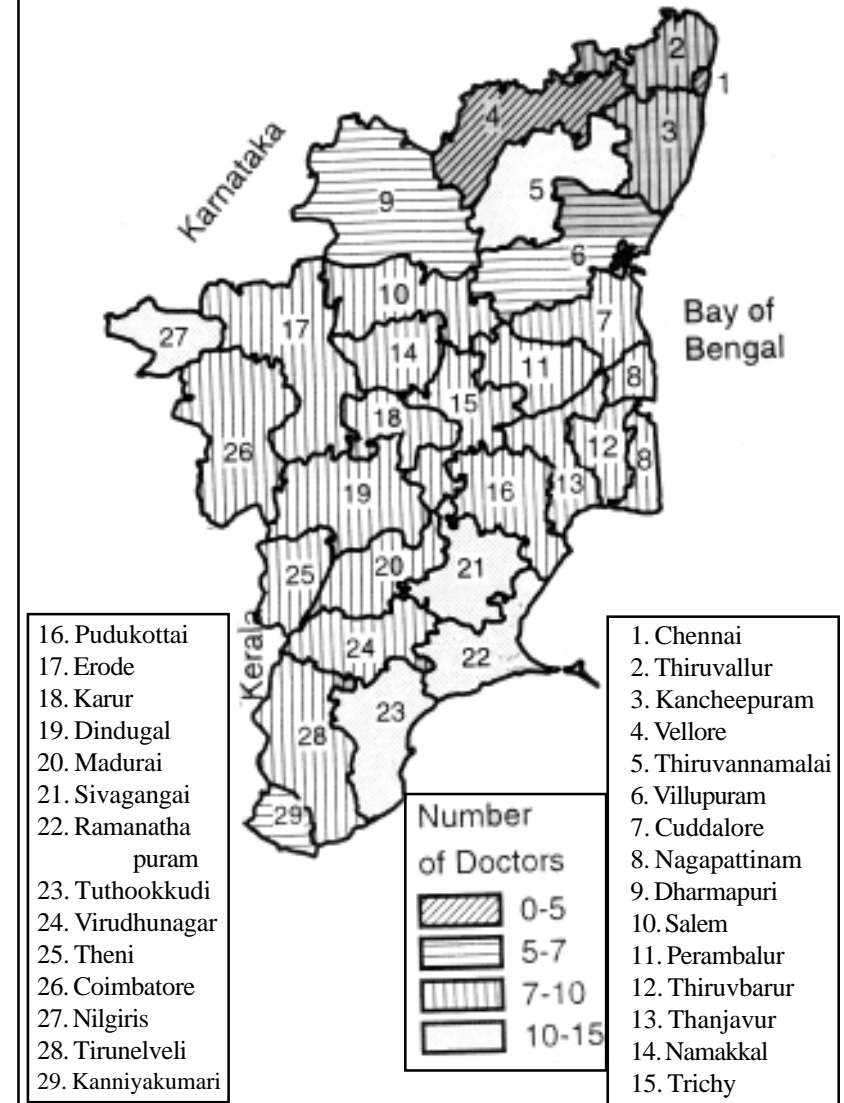
Yes it happens,

Always and everywhere.

Figure 10.2

Tamil Nadu

Doctors - Population Ratio



DOCTOR-PEOPLE RATIO

Doctor-People ratio is one of the indicators of development in medical and health services. The smaller the ratio, that is, a smaller population for every doctor, the better it is. There are possibilities for better and proper services, if each doctor serves a small number of patients. Otherwise, it would be construed as a scarcity of doctors.

A measure of medical services is the number of doctors for every 100,000 population. In Vellore district there are less than five doctors to a 100,000 population (Figure 10.3). Yet it is here we have the world famous Christian Medical College Hospital. It is a private hospital where people from all over the world, particularly from East and Southeast Asia come for medical treatment. Dharmapuri, Villupuram and Kanyakumari districts come next with 5 to 7 doctors per 100,000 population. In all other districts, this ratio is 7 to 10 doctors per 100,000, particularly in Erode, Coimbatore, Salem, Namakkal, Dindigul, Theni, Madurai, Virudhunagar, Thirunelveli, Pudukottai, Tiruchirappalli, Karur, Perambalur, Thanjavur and Thiruvallur districts. This ratio is very high in the Nilgiris, Thiruvannaamalai, Ramanathapuram and Thoothukudi districts, at 10 to 15 per 100,000 population.

Know the Facts!

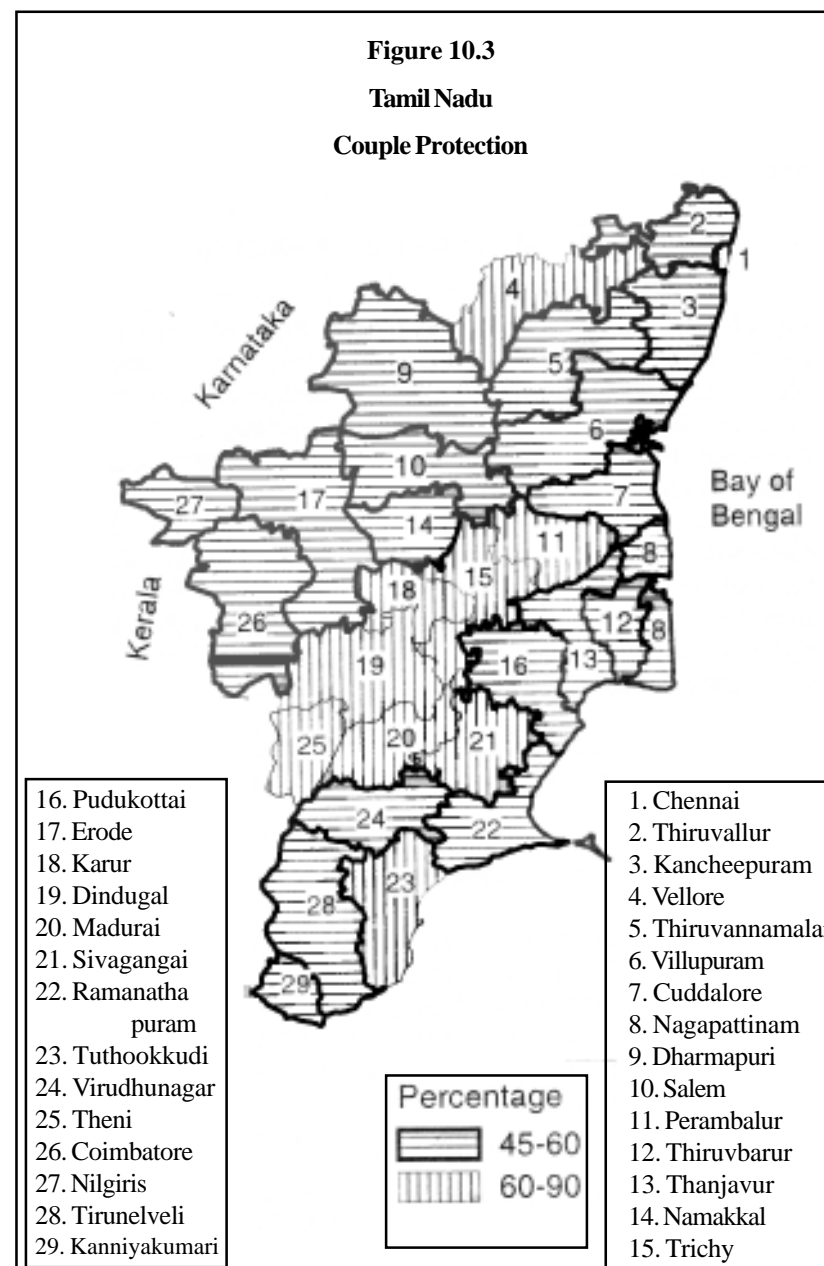
DEVELOPMENT IN TAMIL NADU

When compared with other States, Tamil Nadu occupied the fourth position among the States of the Indian Union. Yet there are big differences among the districts. Pudukottai and Ramanathapuram are the backward districts. Chennai is the first among them. Next comes Coimbatore. There were eight districts, in a position less than the all India average. There were eleven in which the levels of development were much below the State average. Therefore, development in Tamil Nadu is unequal. Madurai, Vellore, Thiruvannaamalai, Villupuram, Nilgiri and Coimbatore districts were among the best developed. On the other hand, Thanjavur, Thiruvarur, Nagapattinam, and Tiruchirappalli districts were in the medium category.

Figure 10.3

Tamil Nadu

Couple Protection



It is apparent that there are shortages of doctors in several places. The large number of patients they have to attend to heavily burdens them. Most doctors are found in towns and cities leaving the villages with a thin distribution of doctors. This shortage is also felt in nurses and paramedical personnel as well. It is for this reason there is need to create an awareness of traditional medical practices in the midst of rural people

FAMILY WELFARE AND COUPLE PROTECTION

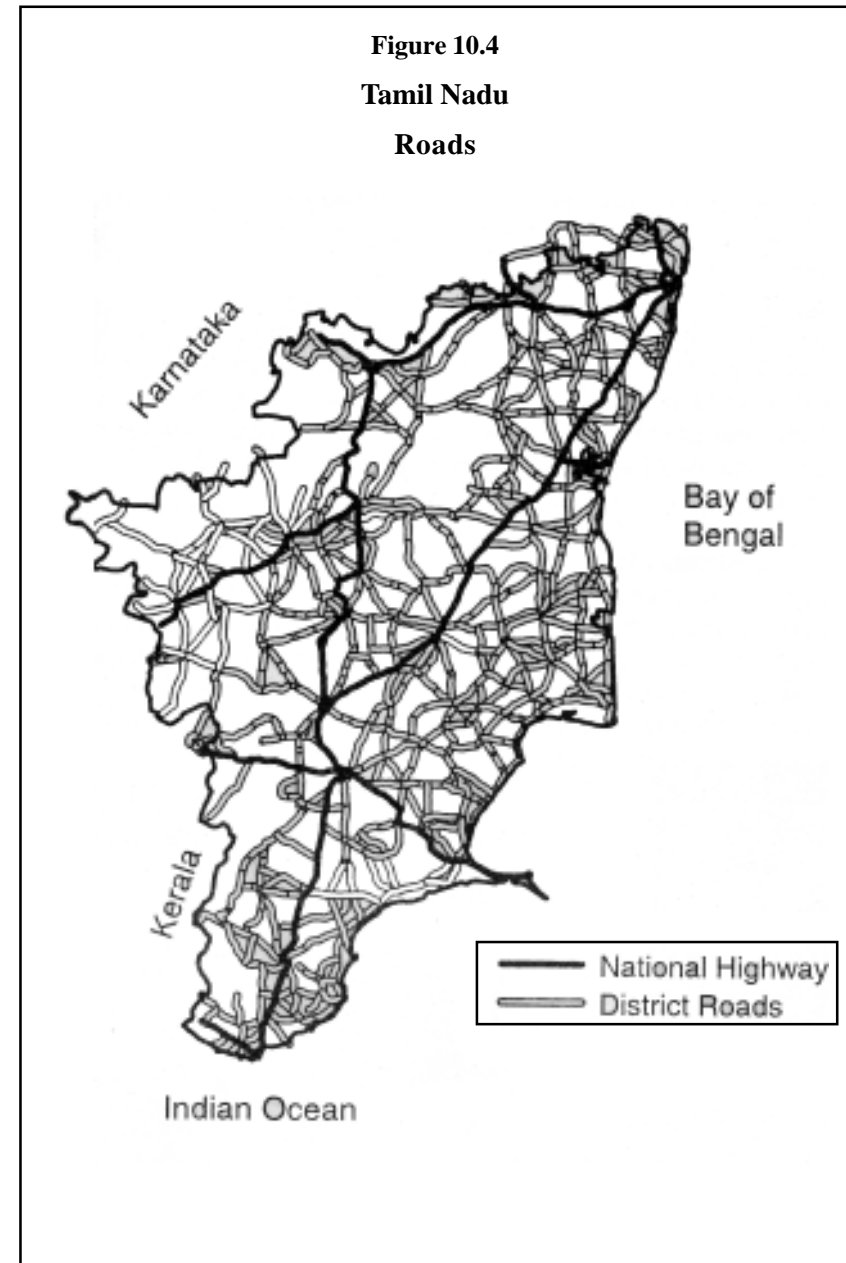
Tamil Nadu is next only to Kerala in population growth rate. Family Welfare has taken root in all places. Yet there was a slide in family welfare efforts since 1977. Family planning methods are in great demand in all districts. Mostly, permanent methods are adopted by the couples. Families with 3 or 4 children have given way to families with 1 or 2 children. Recent estimates indicate as to how many couples are protected. There are several districts where the protection rate is 45 to 60 families per 1000 families. Dindigul, Theni, Madurai, Thiruchirappalli, Karur, Perambalur, Thoothukudi and Vellore are districts where this protection is given to 60 to 90 families per 1000 families (Figure 10.4). Yet there are many more couples who are burdened by a big family, even as they are aware of family planning and birth control methods.

It is expected that Tamil Nadu will reach the level of Kerala in a few years. By 2025, there is every possibility for containing population growth.

ECONOMIC WELFARE

According to an estimate 59 per cent of all people have low income. Infact only 3 per cent of them are in the higher income category. About 38 per cent of the people are middle class. Of the low income category, 31 per cent of them are dependent on agriculture. The rest of them are engaged in occupations that fetch low income. The higher income groups include those of the big landlords and of the professionals such as doctors, engineers and lawyers.

People's purchasing power is determined by the economic status. In the villages the per capita expenditure is Rs.154.30. In towns

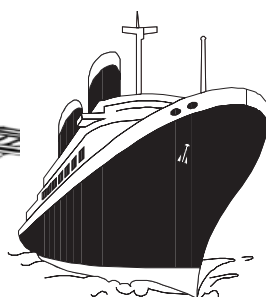
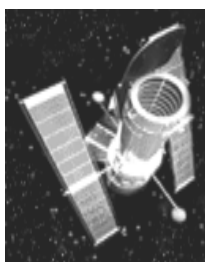


it is Rs.248 per person. Estimates have it that 25 per cent of the people consume 14 per cent of the consumer products, 25 per cent of the people consume 50 per cent of the consumer products and 50 per cent of the people consume 36 per cent of the consumer products.

Considered in terms of development Ramanathapuram and Pudukkottai districts show low levels of development, while Chennai and Coimbatore show very high levels of development. The per capita income is Rs.2,359. This is slightly higher than the average Indian per capita.

The Tamil Nadu government has enabled the people to understand health awareness and family welfare plan through informal education. As a consequence, the birth rate in Tamil Nadu has been reduced considerably. Nearly 98 per cent of the mothers have realised the importance of vaccination. Polio drops have been administered to all children.

Most schools are within 1 to 2 km to any settlement. Medical facilities are available within 5 km. But the school teachers and medical doctors are in short supply. Therefore, it is difficult to say that economic welfare in Tamil Nadu is good. Yet Tamil Nadu maybe a model state for many other states in the country. There is every hope that a good growth rate will be registered in the not- too distant future.



SELF-EVALUATION

I. Fill in the Blanks

1. A primary health centre is set up at _____ km to a settlement.
2. Services provide employment for _____ per cent of people in Tamil Nadu.
3. About _____ per cent of the people live below poverty line in the urban areas.
4. The people with very low income constitute _____ per cent in Tamil Nadu.
5. Everyone must have education by the year _____ is the priority of the Government.

II. Match the Following

- | | | |
|--------------------|---|----------------------|
| 1. Rail Transport | – | Buckingham Canal |
| 2. National Parks | – | Financial Assistance |
| 3. Banks | – | Birds/Animals |
| 4. Water Transport | – | Chennai |
| 5. Airport | – | Broad gauge |

III. Answer Briefly

1. What are the basic needs of human life?
2. The sources of educational institutional growth – Discuss.
3. Write briefly about health traditions.
4. What is meant by recreation?
5. Write about air transport.

IV. Answer in Detail

1. Write an essay on economic welfare.
2. Write an essay on the different classes of roads.
3. Write an essay either on banking services or on medical services.

V. Practical Exercises

1. Take boys and girls on a trip to the neighbourhood service centres and make them take notes to be discussed in the classroom later.
2. Invite an expert to discuss the salient features of the services with the students.

Lesson 11

GEOGRAPHY PRACTICAL

Learning Outcomes

1. Learning skills to identify landscape features from contour diagrams.
2. Learning skills to draw diagrammatic representations.

Practical geography is introduced for the first time in your geography syllabus. As practical geography will be dealt with elaborately in the next class, it is now being introduced. This lesson is written, with a view to demonstrate how practical exercises can be accomplished. There are ten exercises, with 6 in contour diagrams and 4 diagrammatic representations. If it is done as an exercise each for a month, they will all be completed in the course of the academic year. It is not enough to learn how to draw them. Why are they drawn must also be understood. It is important also to learn the skills and methods to draw them.

Cartography is both a science and art of drawing maps and diagrams. In fact, drawing diagrams is an art. Even though everyone could draw them, it should be drawn with care, patience and aesthetics. As only a few simple instruments are used in drawing them, it is necessary to pay greater attention to the drawing.

Drawing diagrams is a skill. Students of geography must acquire skills in the art of drawing. Unlike in other subjects, maps and diagrams are important in the study of geography. There are professionals in other disciplines who now use maps and diagrams taking geographers as their inspiration. So it is important for us to know the usefulness of the maps and diagrams and learn the necessary skills.

CONTOUR DIAGRAMS

You have of course seen maps. You may have seen the Survey of India toposheets or topographical maps. These maps show our country accurately. All maps are drawn after careful and proper surveys. They are also updated from time to time to show changes and to represent new landscapes that may have appeared.

Earlier on, it was often difficult and time consuming to draw maps. Today, because of the technological advancements - improvements in drawing methods, information sources and computer and other instrumental uses - it has now become easy to draw maps. In addition, there are opportunities to draw them in colour and with aesthetic appeals.

You have learnt geomorphology last year, in your eighth standard. You have therefore learnt how landforms appear due to erosion of land. In this Class, you shall learn how those features are shown on the maps.

Those of you who have already seen topographical maps would know that contours are used to show landforms. The brown winding lines that are drawn on the maps are indeed the contour lines.

What is meant by contour? The meaning of it that it is a line connecting all places having equal height. An important feature of this line is that all heights are with reference to the mean sea level. Landforms have some significant characteristics. One such is their height. Slope, direction and distance are other special features of the landforms. It is possible for us to know and measure all of these from the contour lines on the maps. In drawing contour diagrams, there is need to understand some points.

1. The contour lines are normally shown in brown on colour maps.
2. It is not possible for all of us to straightaway imagine the land features. It is important to know at what intervals they are drawn, in what direction they bend and how closely and farther apart they are drawn.

3. Importantly, it is good know how a cross section of the contours may be drawn to understand the feature they show.

If we take examples to elaborate on the drawing, it would be easy to understand. Six important contour diagrams are given below and they are:

1. Steep slope.
2. Gentle slope.
3. V-shaped Valley.
4. Knoll.
5. Ridge and the saddle.
6. Plateau.

STEEP AND GENTLE SLOPES

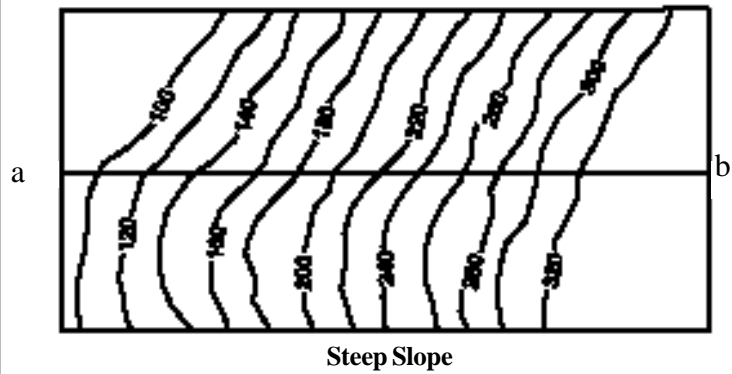
Slopes of the landscapes are varied. Particularly two such slopes are easy to understand. Steep slope is a vertical climb whereas gentle slope is a gradual climb. If you were a person who climbed a mountain or hill, you would immediately know what is steep slope and what is gentle slope. If it is difficult or hindered then it may be a steep slope. But if it is easy to clime then it may be construed as a gentle slope.

Figures 11.1 and 11.2 are drawn to show steep and gentle slopes. It is easy to draw their cross sections using the line A and B as the base. The contours in the accompanying figures are not complete contours. They are just a part of the contours. The contours for gentle slope are drawn with greater intervals between them.

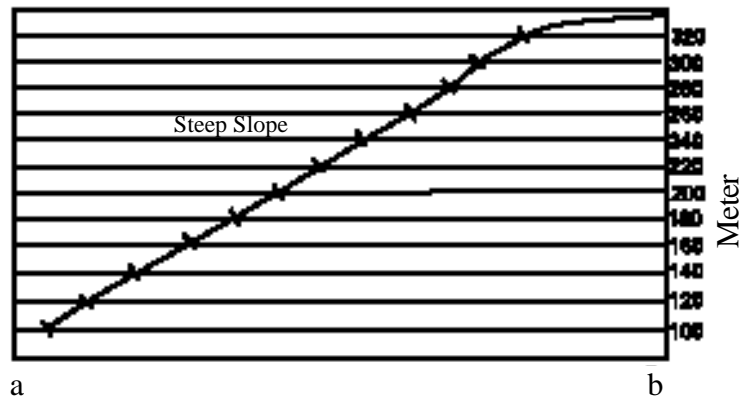
Contours drawn close to each other show the quick climb of the heights while contours drawn farther apart show the slow climb of heights. The cross sections show them very well.

Drawing cross sections of contours is indeed easy. If we draw them step by step, they would have good appearance. To draw a cross section, we must draw a graph (horizontal lines limited by two

Figure 11.1
Contour Diagram

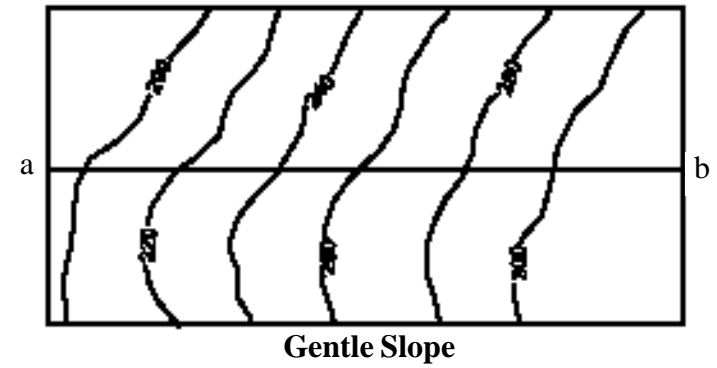


Steep Slope

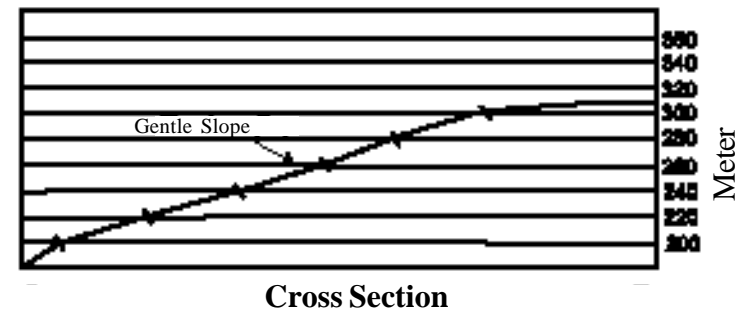


Cross Section

Figure 11.2



Gentle Slope



Cross Section

vertical lines on either side). Horizontal lines could be as many as there are contours in the diagram. It is important to draw horizontal lines to help exaggerate the heights. The interval between the horizontal line may depend on the nature of the landscape the contours represent. If the height of the feature is small, the interval could be small and vice versa. But to exaggerate the heights highly will not be appropriate nor will it be aesthetic.

If we draw the contour diagrams as shown below it would be good to look at and understand the features better.

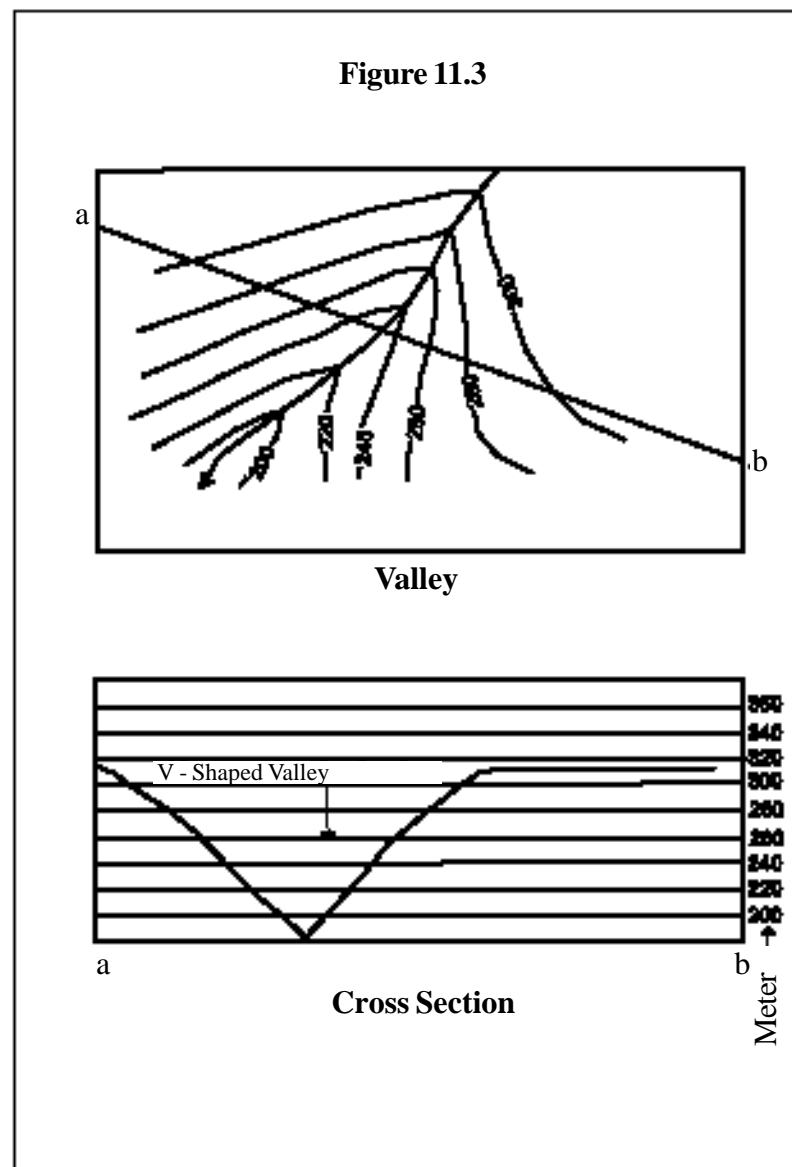
On having drawn the graph, place the edge of a paper along the line AB and mark all the contours cutting the line AB on the contour diagram, marking without fail the value of the contour crossings on the paper.

Then, the paper with the contour markings may be used to mark the heights on appropriate horizontal lines on the graph. It is important to see that heights are marked such that they are increasing progressively from below. Remember that while marking the contour values on the graph, place the edge of the marked paper on the last horizontal line and then move the paper slowly upward even as you mark the contour crossings. Once the contour crossings are marked on the graph, take away the paper and then draw the cross section carefully so as to be appropriate for the feature represented. This is the simple procedure that may be adhered to in the drawing of the cross sections and in the checking for the appropriateness of the cross section to the feature represented by the contour diagram.

Your teacher will not only demonstratively draw some contours on the board or even show entire diagrams on the board for you. It is your responsibility to learn the skill carefully. It is important to have them done as homework assignments. Let us now turn to other contour diagrams and appreciate their characteristic features.

V- SHAPED VALLEY

Figure 11.3 is a valley. The arrow that zigzags is the river. As the contours cross the river, they are bent upwards. To understand this feature, it is important to imagine how the river originates at a height and runs down the slopes to a valley. And that the contours crossing



the valley goes up on one side and comes down on the other side. That is, the contours representing the valley are shown as bending upwards along the river. The cross section of the river valley could be drawn using the same step-by-step procedure given above. The cross section will show the valley as a V-shaped valley. That is what you also see in the figure. It is important to keep in mind the fact that V-shaped valleys are normally found in the youth stage of the river erosion.

KNOLL

Figure 11.4 is a special feature. It is something that the people who had travelled in a mountain country had seen. When there is a small hillock by the side of a high hill, how would the contours look? As you see in the accompanying diagram, there will be a few circular contours for the hillock and more contours for the high hill. Normally, the contours are elliptical rather than circular for such features. Note the cross section showing the knoll, with a small hillock at the side of a high hill.

RIDGE WITH SADDLE

Figure 11.5 show contours that are slightly different from those of the knoll. In this landform, there is gap between two hills of almost same height. The two hills have almost the same appearance but they have a small difference in heights. The cross section looks like the saddle of a horse. Hence this feature is said to be a ridge with a saddle.

PLATEAU

The last contour diagram in Figure 11.6 shows a plateau. All the contours are elliptical and the heights increase towards the centre. This is a hill region. But there is a flat top after the 1,400 m contour has to be imagined. The cross section is also showing the plateau rather poorly than clearly. It is important to appreciate that the plateaus on the topographical maps will have contours as shown here for the feature plateau.

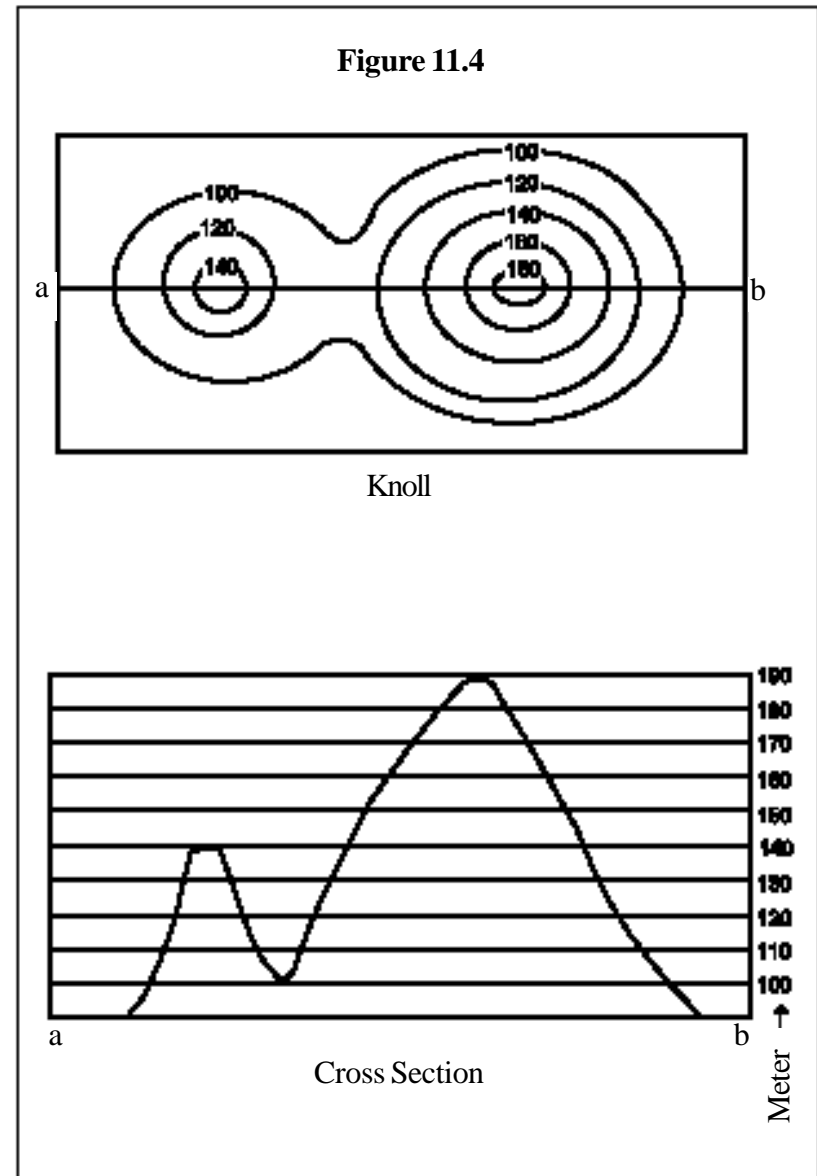
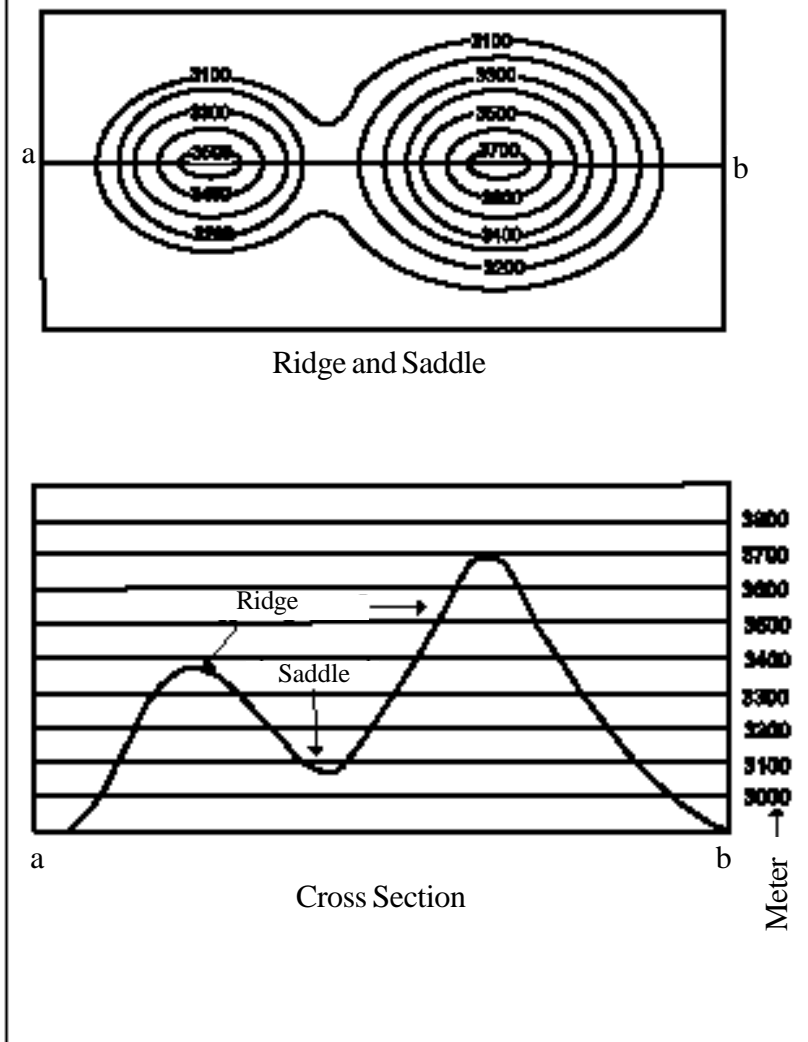


Figure 11.5



Ridge and Saddle

Cross Section

It is good to practice contour diagrams. It is also necessary to look at the maps and draw various other features and understand how they look when drawn in cross sections. This will give you a skill that you could use sometime later.

DIAGRAMMATIC REPRESENTATIONS

The diagrammatic representations are drawn in a way the statistical data can be understood easily. These diagrams are in much use in geography, statistics and economics. The diagrams are chosen on the basis of their appropriateness to the data. Although there are several diagrammatic representations that can be shown, the ones shown may be learned to draw and use in interpretations.

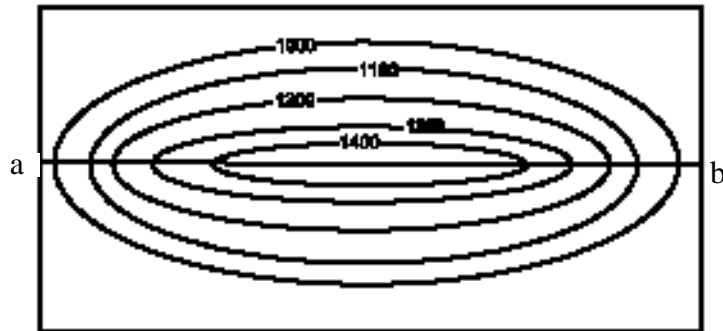
LINE GRAPHS

To draw line graphs we need to sets of data. They are mostly time series data. In this method, time is represented on the horizontal axis while attribute data are represented along the vertical axis; and the line may be drawn using points along the horizontal and vertical axes and joining the two values. Time series data such as those of average monthly or annual temperature, rainfall, population growth and production of crops or commodities over the years can be represented by line graphs. This diagram can be drawn easily and without any mistake. Figure 11.7 shows the density of population (population numbers / area in km²) as a line graph.

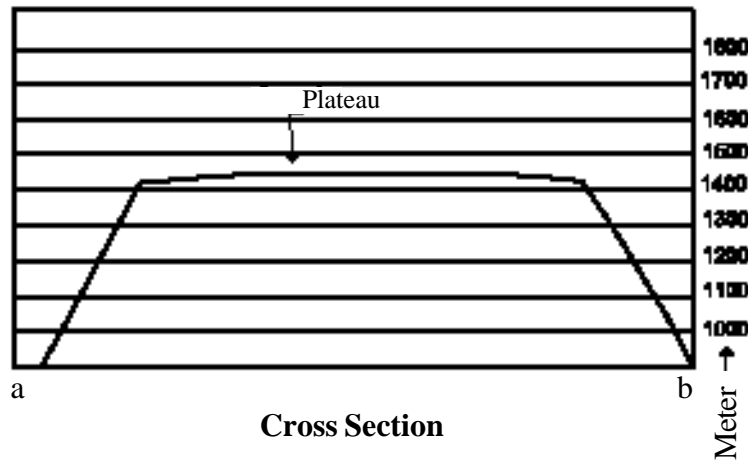
BAR DIAGRAM

This is also draw to show some data. The bars are of certain width. The data are taken and represented as bars according to the value of data. Each bit of information is shown as a bar. But in choosing the values for the vertical and horizontal axes, care must be taken to see that both small and big values can be shown on the diagram. The bars are erected from the same plane. Vertical axis must be shown with appropriate values so that the value of the bar can be read off from the axis. Bar diagrams are used mainly to compare values represented as bars. Figure 11.8 is a bar diagram. This shows the medical/health facilities available in Tamil Nadu.

Figure 11.6



Plateau



Cross Section

PIE DIAGRAM

In this method, a circle may be drawn on a sheet of paper considering the length and breadth of the paper. The data given in the array must be totalled. As the circle represents 360°, the total must be taken to represent the entire circle. If the total equals 360°, then what each of the data represents must be computed. Then using the degrees computed, the circle may be divided appropriately to represent each of the values. This diagram is called a pie diagram. It is appropriate to show the land uses data and also data that represent production levels of commodities.

Figure 11.9 is however drawn using a computer graphical software. It is good to try drawing the pie chart manually. This diagram is drawn to compare the production of certain crops.

PICTORIAL DIAGRAMS

Statistical data can be shown as pictorial diagrams. It is possible to assume picture such as a gunny bag to show certain quantity of grain production and draw as many gunny bags as necessary to indicate total production of grains. We may even draw half or quarter of a gunny bag to show appropriate productions. Human pictures may be used to show population data. Likewise the vehicular production may be shown using the pictures of vehicles and production levels compared. It is good to have the skills of an artist. These diagrams are easily understood.

When drawing manually it is possible to use appropriate pictorial forms. Figure 11.10 has been drawn using a computer software and hence a picture available from the software has been used. Fish production is shown with the conical baskets normally used for carrying fish when caught.

PRACTICAL EXERCISES

The contour diagrams and diagrammatic representations given in this chapter are presented here to improve the drawing skills of the students. These may be drawn one each to a month and may be marked judging the nature and appearance of the diagram. The

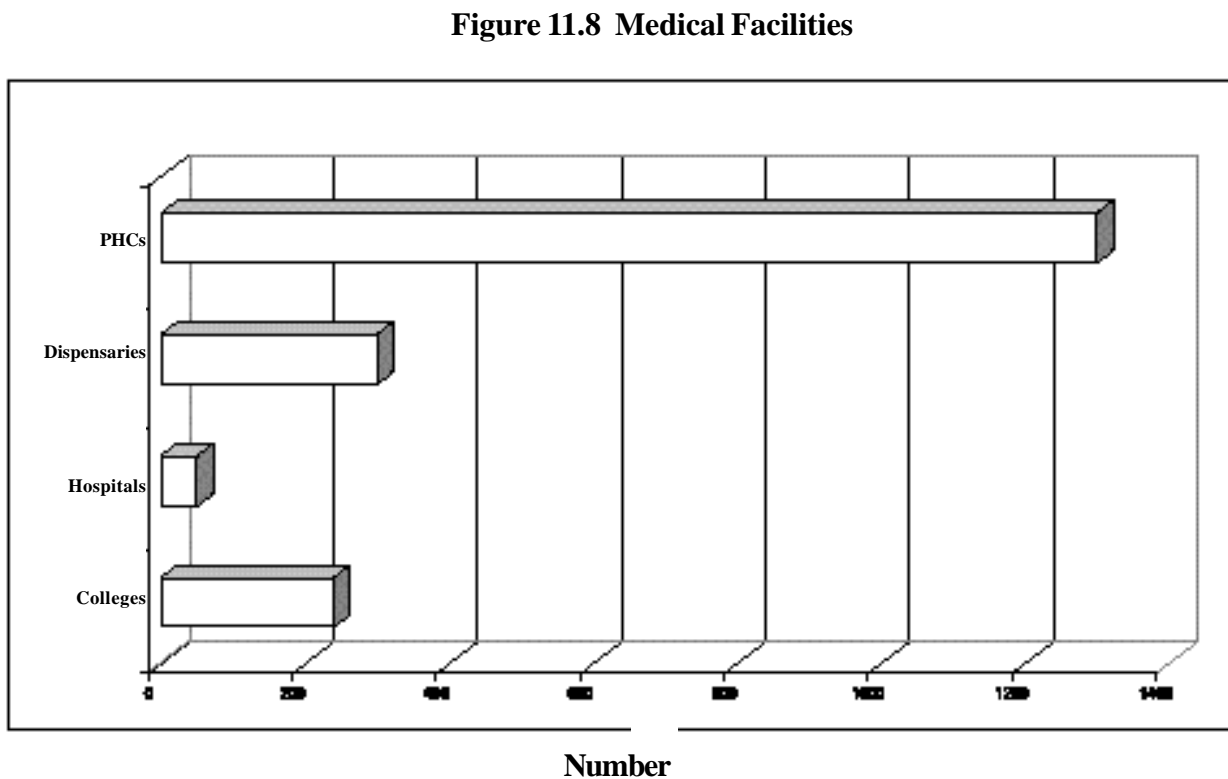
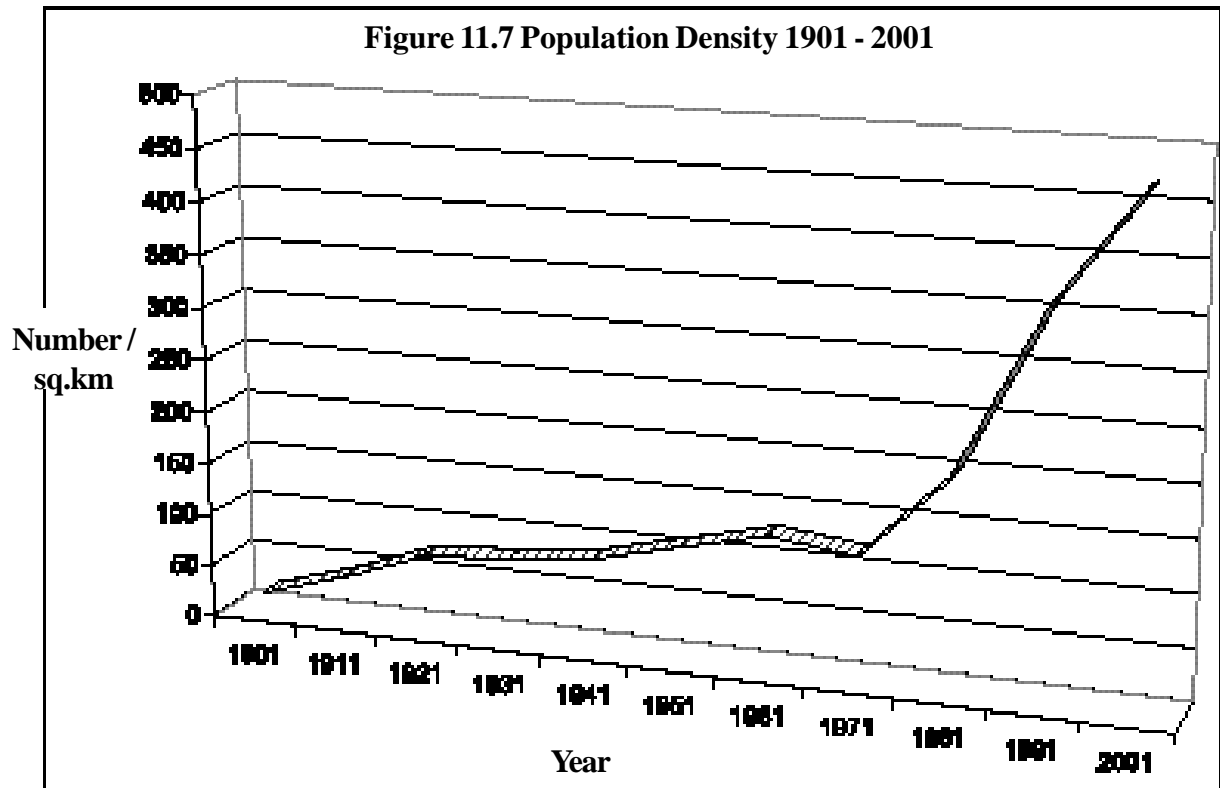
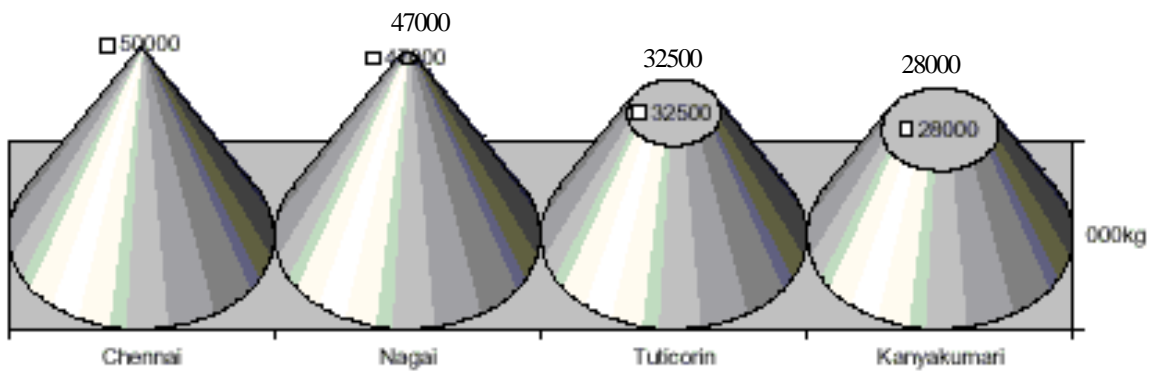
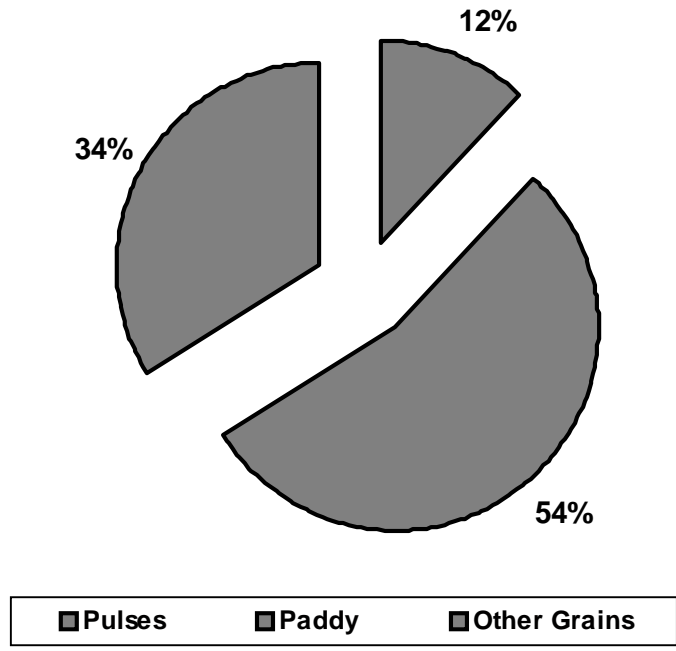


Figure 11.9 Crop Production



teachers may also introduce to students other diagrams and representations so that the students are able to acquire and improve their skills. Practical exercises require that care and thinking is given to execute them with aesthetics. If the girls and boys realise the need to learn these, they can acquire and improve their skills in drawing.

SELF-EVALUATION

I. Fill in the Blanks

1. The lines that join places of same height is called the _____ lines.
2. The _____ of the contour diagrams will help us appreciate the landscapes.
3. Graphical representations relate generally to _____ series data.
4. Pie charts are good for understanding _____.
5. Pictorial diagrams requires skills such as _____.

II. Match the Following

- | | | |
|-----------------|---|------------------------------|
| 1. Gentle slope | – | Time series data |
| 2. Pie charts | – | Contours are closer together |
| 3. Bar diagrams | – | Space series data |
| 4. Steep slope | – | Rainfall data |
| 5. Line graphs | – | Contours are farther apart |

III. Answer Briefly

1. What are meant by contours?
2. What is the usefulness of the contours?
3. Draw contours to show any land feature.
4. What are the uses of diagrammatic representations?
5. Write about the usefulness of bar diagrams.

IV. Answer in Detail

1. Describe the importance of line graphs by drawing one.
2. Draw the contour diagram for the ridge and saddle and describe.

3. Using the central theme of your lesson, describe the importance of practical geography.

V. Practical Exercises

1. Taking advice and guidance from the teachers, students draw wall hangs of contour diagrams and their cross sections.
2. Visit the nearest hills / hill area to learn how to draw the features found there into contour diagrams.