

# SOCIAL SCIENCE

(For 6th Class)



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ਪੜ੍ਹੋ ਸਾਰੇ ਵਧੋ ਸਾਰੇ

ਸਿੱਖਿਆ ਅਤੇ ਤਲਾਈ ਵਿਭਾਗ, ਪੰਜਾਬ ਦਾ ਸਾਂਝਾ ਉਪਹਾਲਾ



**PUNJAB SCHOOL EDUCATION BOARD**

**Sahibzada Ajit Singh Nagar**

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ਇਹ ਪੁਸਤਕ ਵਿਕਰੀ ਲਈ ਨਹੀਂ ਹੈ।

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## Foreword

The Punjab School Education Board has been striving hard to prepare new syllabi and textbooks in accordance with the New Education Policy. This book of social sciences is based on National Curriculum Framework - 2005, on the recommendation of Department of Human Resource Development, Govt. of India. In the light of guidelines given in PCF-2013 the content of this book has been revised subjectively, made more vibrant and student centric keeping in mind state specific needs. All efforts have been made to bring the students of our state at par with the national level through this and other textbooks. Keeping in mind, the mental level of the students, current, national, social, human challenges etc. have been made a part of the text book to enable students to become good citizens. They should fulfil their responsibilities towards the country, society and themselves while enjoying their rights. Students should make efforts to maintain the ecological balance while interacting with their surroundings.

The book in hand is one such attempt to portray the above mentioned thought. The text book has been prepared for the students of class VI. 'India and world' is the main theme of the book. To achieve this objective, it has been divided into three units, Unit-I: The Earth- Our Habitat, Unit-II: People and Society, Unit-III: Community and its Development.

This book has been prepared by the subject experts, working in Academic Planning Branch of the board and the experts from the field. To make the book more interesting, the design and maps have been inserted which have been prepared by the artists of the board. Every effort has been made to achieve the objectives laid down for this book. Suggestions from the field for the improvement in the book will be welcome by the board.

Chairman

Punjab School Education Board

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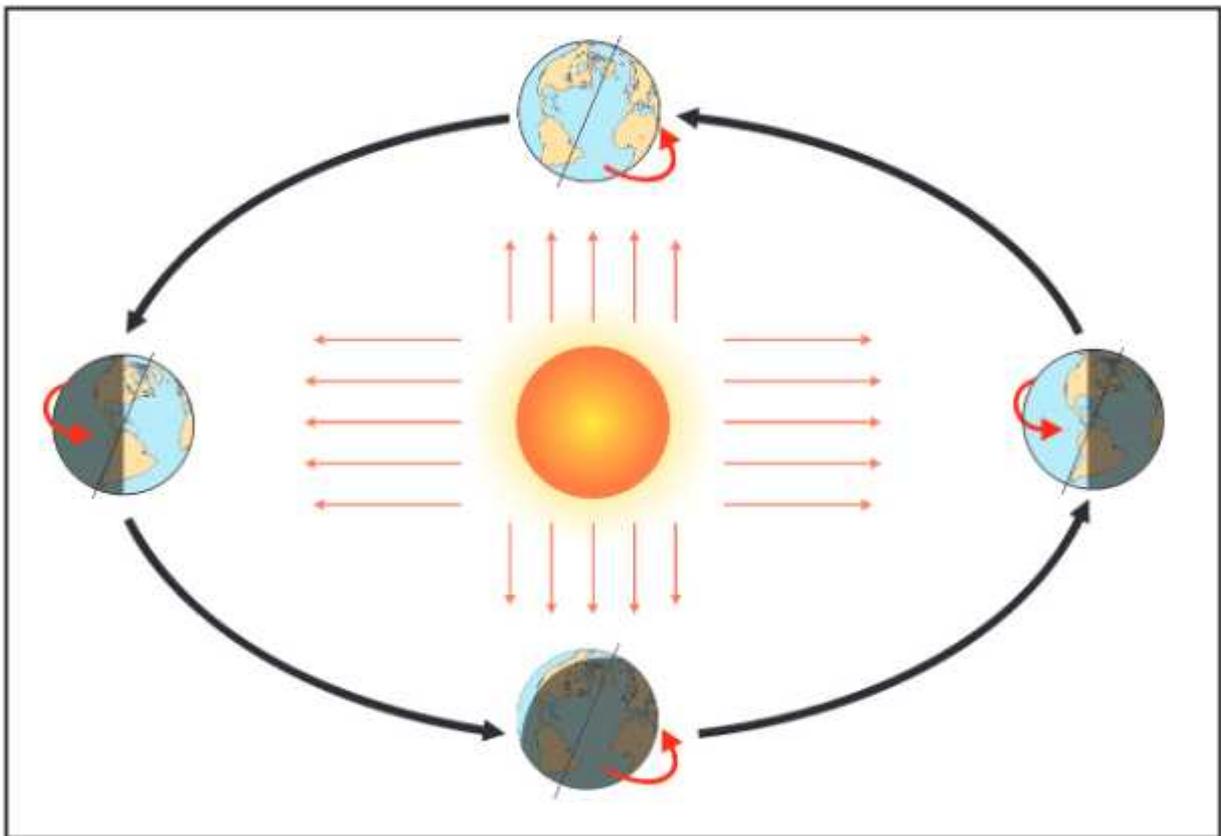
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# UNIT - I



THE EARTH

OUR HABITAT

## THE EARTH - OUR HABITAT

We shall learn about 'The Earth-Our Habitat' in this part of the book. On studying this part, we may come to know about the place of our earth in the solar system. We shall have the knowledge about four realms (Lithosphere, Atmosphere, Hydrosphere and Biosphere) of the earth. We can understand the causes that lead to the possibility of life on the earth. Particularly the situations that contribute towards the existence of human life. Students will achieve the knowledge about the phenomenon of day and night, changes in weather and climate etc., which are due to the rotation and revolution of the Earth.

It will create a skill among students about studying maps. On understanding about the four realms of earth, how these realms are interdependent on each other and how they affect human lives, the students shall have the knowledge of land forms of the earth and shall come to know about physiographical division of India. After going through this part of the book, students will learn about the relation between man and the factors like, soil, climate, vegetation and wild life. They will understand how essential it is, the conservation of natural vegetation and wild life.

Subject Expert (Geography)

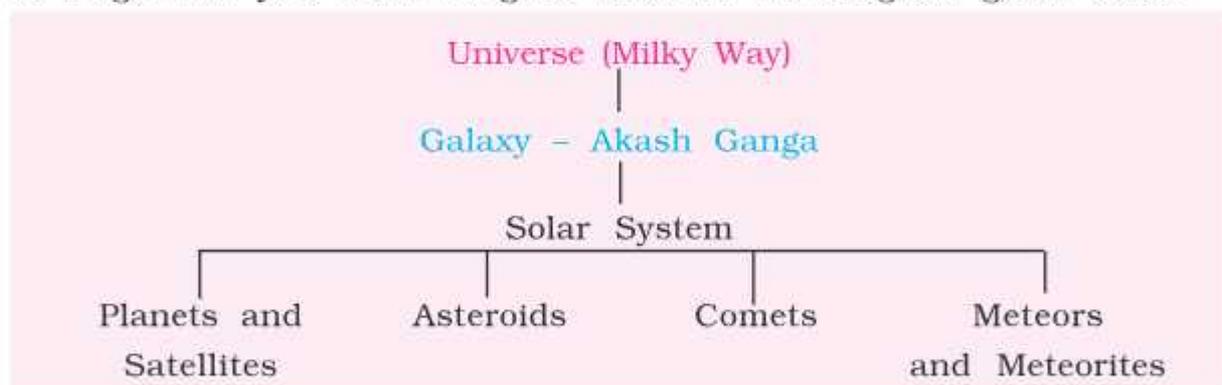
Lesson

1

## EARTH-AS A MEMBER OF SOLAR SYSTEM

When you look at clear sky, at night, you'll observe the shining moon, small and big sized stars, some sparkling and shining stars etc. Looking at them closely, you'll find the moon and some stars moving. Similarly, when astronauts observe the earth from the space, it also appears glowing. You will be amazed to see that every day the sun rises and sets. So many questions arise in your mind. You will be eager to know all about it. In this book you will get a brief knowledge about all this.

**Universe :** The sun, the planets, the earth, the moon and small/big stars, dust, gases etc. all are present in the Universe. Universe is so large that you can't imagine. Look at the diagram given below:



The sun, the planets, the satellites, the moon and innumerable small and big sized stars are known as Celestial or Heavenly bodies.

**SPACE :** The word is related to sky. The people who study the space are called as 'Astronomers'. You must be knowing the name of Kalpana Chawla, U.S. astronaut of Indian origin who died while travelling back to earth from space years back.

You might be thinking that all these celestial bodies glow with their own light, but it is not so. Some of these are lit by the light of others. The Sun is nearest to the earth, that is why it appears as the biggest. From space if you look at the earth, it also appears glowing. The earth glows due to the light of the sun. In scientific

language the heavenly bodies that glow with their own light are called **STARS**, and the sun is one of them.

After closely observing the sky full of stars at night, you will find many forms made by stars in the sky looking like animals or humans. Such group of stars called 'constellation' forming various shapes. You will identify forms like human beings and animals. **Sapatarishi** is one such constellation that has been observed since ancient times. It is group of seven stars, which appears like a Great Bear.

All these stars are very far from the Earth. They appear as twinkling because their light has to pass through many layers of air. Their distance cannot be represented in terms of kilometres. Therefore, light years are used to tell their distance.

**Light year** : Light travels 3 lakh km in one second. The distance travelled in a year by a ray of light or on the speed of a ray, is called light year.

You can judge from the definition of light year, how far the stars are from the Earth. Some stars are so far that their light reaches the Earth in millions of years while the light of sun reaches the Earth within eight minutes.

Although, in comparison to stars, the sun appears very close to the Earth and its distance is measured in km., even then, the distance between sun and earth is 15 crore km. Scientists have located constellations that are 200 crore light year away from the Earth. Such constellations are called Galaxy collectively. There are approximately 6000 million such galaxies in the Universe. Approximately 100 billion stars are there in one galaxy. From this, you can imagine, how many stars are there in all? A part of galaxy that contains a million stars and planets, is known as Akash Ganga or Milky Way. A part of Milky Way that consists of eight planets and sun is called **Solar System**.

Let us study the Solar System. First of all, we study what is planet. The word 'Planet' in Greek language means all the moving things. The planets are the solidified gaseous balls moving around the sun in a particular direction, in the space. Many of the planets appear glowing due to the reflection of sun light.

In our Solar System there are eight planets. Sun is the creator of these planets. These planets are named after the name of Greek God and Goddess. They vary in their size.

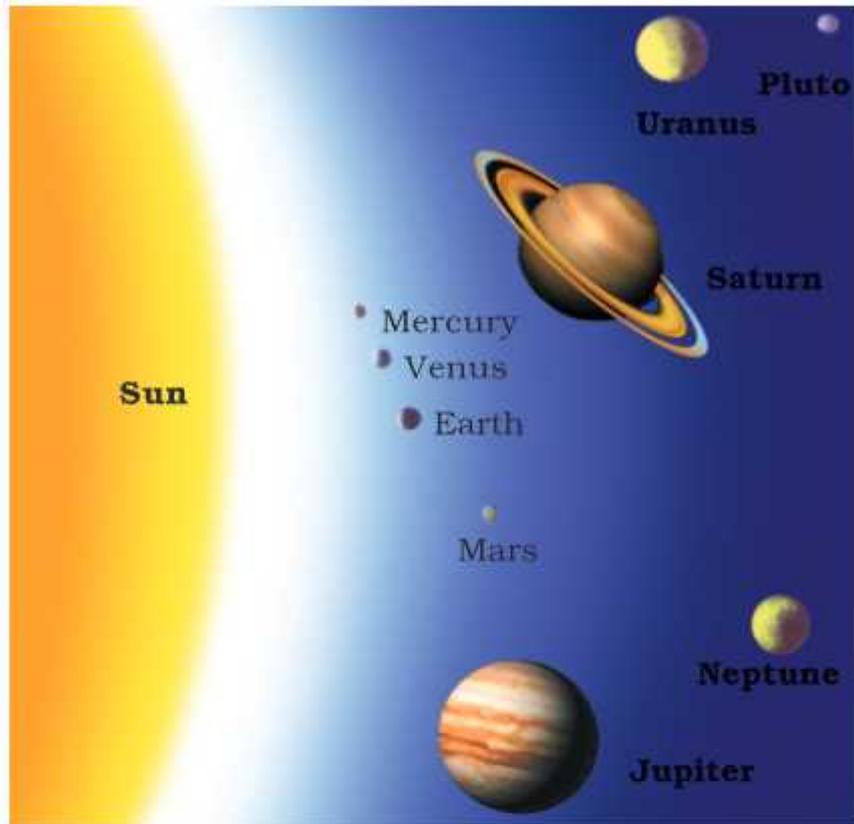
No.	Name of Planet	Diameter (in kms)	Distance from Sun in million Kilometres	No. of satellites
1.	Mercury	4,878	58	0
2	Venus	12,103	108	0
3	Earth	12,756	150	1
4	Mars	6,786	227	2
5	Jupiter	1,42,984	778	63
6	Saturn	1,20,536	1,426	47
7	Uranus	51,118	2,870	27
8	Neptune	49,528	4,497	13

**Diameter :** A line drawn in the centre of a circle through the points on the circle in opposite direction.

From the table given above you can easily make out that the Jupiter is the largest planet . Saturn comes next then on the third and fourth rank are Uranus and Neptune respectively. Our earth comes on the fifth position. Pluto was known to be the smallest planet. Scientists believe that it has been disappeared.

Planets do not have their own light and heat. All these planets get light and heat from the sun.

The sun is very large and hot but its severe heat cannot be felt due to its long distance from the earth. Earth is approximately 150 million (15 crore) km. away from the sun. One million is of ten lakh.



**Fig. 1.1 The Solar System**

You may think, where did this Sun come from. Scientists believe that sun is made out of the moving gaseous clouds which is called Nebulae. Rest of the planets are also supposed to be made of this gaseous cloud. They are supposed to exist due to gravitation. These gaseous and dusty clouds have been moving around for million of years. The Sun due to its large size, controlled their movement. This force is called, force of Gravitation. Have you seen a moving top, similarly they move in the space. Every planet has its own path. This path is known as planetary path. They move at their own speed that is why every planet takes its own time to complete its revolution.

In the picture of Solar System, you will see that each and every planet in their respective planetary path in the same direction (West to East), revolves around the sun. For example Earth takes  $365\frac{1}{4}$  days to complete its revolution around the sun. Mercury which is the nearest planet, it completes its revolution in 88 days. Pluto is the farthest planet that completes its cycle in 248 years. It is also considered by the scientist but pluto has disappeared.

Previously, earth was considered to be the centre of Solar System and accordingly the sun revolved around the earth. The Scientists like Copernics and Galileo have criticised this concept, according to them sun is the centre of the Solar System and the earth alongwith other planets revolves around the sun.

## Satellite

These are those small gaseous or solid heavenly bodies that move around the planets. These are called satellites. Like planets, satellites also have no light or heat of their own. The moon is the only satellite of our earth. Similarly there are 64 satellites including moon of Solar System. After investigating the table 1.1 you will find that Mercury and Venus do not have any satellite. These satellites also revolve around the sun while moving around their planet.



Fig. 1.2 The moon moving around the Earth

## Moon

Moon is the satellite of the earth and is nearest celestial body. Due to gravitation it tends to move around the earth and also around its axis. It completes its cycle around the earth and axis in the same time i.e. 27 days and 7 hours. The moon is about 384000 km. away from the earth and it looks very small. Nobody is certain, how the moon was formed. Earlier people used to believe that it was a part of the earth. But when astronauts went to the moon, they brought rock samples. Those rock samples, on examination have proved this theory wrong. Therefore, the moon is not a part of the Earth. Perhaps the moon was formed during the same time as the Earth.

Under the Apollo Project, now we know more about the moon than any other heavenly bodies. Neil Armstrong and Edwin Aldrin set foot on the moon on July 21, 1969 for the first time and they found uplands and valleys.



Fig. 1.3 The Moon – Photograph taken from the space

Like our earth, the moon too is not a glowing body, it also glows due to the reflection of sun's light. As the moon revolves round the earth, its position in relation with the sun, changes everyday. That is how it appears different each night. In reality the moon neither decreases nor increases. It is only the position of moon in front of the sun, that made it look small or large. The far side of the moon faces the sun, is also illuminated but we can't see that side of the moon, this phase of moon is called as New Moon. Gradually from a slim crescent, the shape grows to full moon in 15 days. This bright surface slowly disappears again into another new moon. This complete phase is of 29 days and 12 hours.

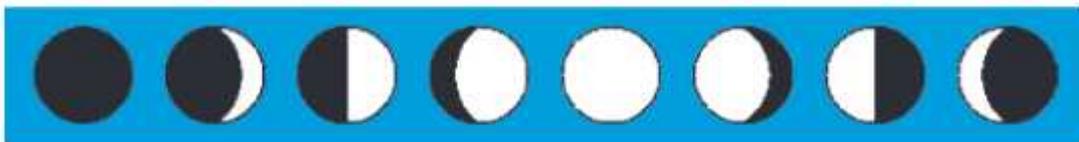


Fig. 1.4 Various phases of the Moon

### Comets

The comets are very strange heavenly bodies and these are different from planets. These are the cluster of Nebulae elements, Gases and dust. These appear like a star. These stars appear rarely but accidentally

The comet is trailed by a long tail of light. That is why it is called a Tailed star.

While revolving around the sun, sometimes it comes very near to the sun, and sometimes goes far away. Its path is elongated, narrow loop like. 'Comet Helley' named after the astronomer of England 'Almond Helley'. This star appears after a gap of 75-76 years. It last appeared in the sky in 1986.

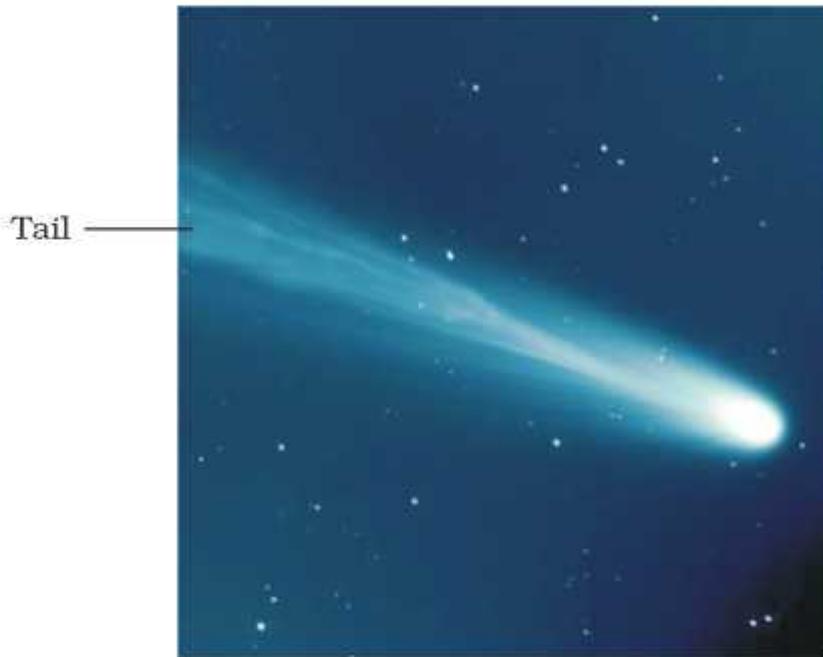


Fig. 1.5 Comet

### **Asteroids**

Except planet there are also small planets those revolve round the sun, these are called Asteroids.

### **Meteors and Meteorites**

Meteors and Meteorites are also called shooting star. You must have seen abruptly falling star. In fact these are not actually stars but these are the scattered material in the Solar System. While moving round the sun, whenever the earth comes near this scattered matter, this matter enters speedily in the atmosphere of the earth. Due to the friction of air, this matter gets fire. As a result a line of light appears trailing. These are called Meteors.

### **Meteorites**

The meteors that do not burnt completely and they fall on the earth in Hot-Solid form, are called meteorites. The meteorites create

major craters in the earth i.e. the crater of Arizona is formed due to the fall of a meteorite.



Fig. 1.6 Meteorite

### **The Earth - its shape and size**

The earth where we live is a very large in size. Actually we can see only a part of it. The scientists have taken photographs of Earth in space.

In the photographs taken from space, you will see that earth is sphere. The Earth revolves around the sun and the moon revolves around the earth. During their revolution, when the earth comes in between the sun and the moon, and the shadow of the earth falls on the moon is called Lunar eclipse. We know that the shadow of earth on the moon is circular in shape. This also proves that the earth is a sphere.



Fig. 1.7 Earth: Photograph taken from the Space

Although it has been proven that the earth is like a big ball, but still it is not exactly like a ball. It is compressed on the poles. Such spheres which are flat on the top and bottom, are called spheroid. Our earth is an oblate spheroid.

The north and south ends of the earth, where it is flat is called Pole. Northern end is called North Pole and Southern end is called South Pole. The imaginary line that passes through and joins the both ends i.e. North and south is called Axle or Axis. The Earth's axis (an imaginary line) is not a straight but it makes an angle of  $66\frac{1}{2}^{\circ}$  to its orbit (it is leaned).

**Axle or Axis:** Infact Axis is not a hard line on the earth, it is an imaginary line.

**Equator:** It is an imaginary line that runs east to west in the centre of the Earth.

## Size

According to the sizes of planets, our Earth stands on the fifth position. It is smaller than Jupiter and Saturn. Its diameter east to west is 12756 Kms while its circumference is 40,000 Kilometres. Its diameter on the poles (North to South) is 12712. It means that the diameter on poles is 44 Km. less than that of the diameter on the equator.

### Points to Remember

1. Universe is so huge that Sun, planets, satellites, stars, dust and gases are just its parts.
2. Shinning bodies in universe, seen at night are called stars and collectively these are known as 'constellation'.
3. Light year is unit to measure distance as huge as between bodies of universe.
4. First alphabet of each word in the sentence 'My Very Efficient Mother Just Served Us Nuts' gives an idea about sequence of planets in solar system.
5. The power of attraction which lies in Sun, Planets and Satellites is known as gravity.
6. Cosmonauts Neil Arrmstrong and Edwin Aldrin set the foot on moon for the first time on 21st day of July, 1969.
7. During the revolvation of Earth around Sun and that of Moon around the Earth, their positioning causes solar and lunar eqlipses.

### EXERCISE

#### A. Answer the following questions in brief :

1. What do you mean by the Universe? Enlist the different forms of the Universe.
2. What is a planet? Is our earth a planet? How?
3. What do you understand by Solar System?
4. Enlist the distance of planets from the sun? Also tell which planet is far away and which is nearest.
5. Enlist according to the size of planets.
6. Write note on the following:
  - a. Planet
  - b. Meteors
  - c. Earth Sphere
  - d. Equator
  - e. Tailed Star
  - f. Axle/Axis
  - g. Asteroids
  - h. Lunar Eclipse

#### B. Fill in the blanks in the following :

1. Our earth is flat sphere, therefore it is called \_\_\_\_\_ .
2. The circumference of the earth is \_\_\_\_\_ Km.
3. The diameter of earth of equator is \_\_\_\_\_ Km and diameter of earth at poles is \_\_\_\_\_ Km.

#### Activities :

1. Make diagrams of the following :
  - (i) Show the planets according to the distance from the sun.
  - (ii) Show the planets according to their size.
2. If there is a planetarium nearby, accompany your classmates and parents to visit it.
3. Have you ever visited Pushpa Gujral Science city? Write a report on the visit, stating what you have seen in the science city.
4. Students be asked to gather maximum information about Solar System and a quiz competition be held out of the information.



## MOTIONS OF THE EARTH

The sun rises in the east in the morning and sets in the west in the evening. It seems as if sun travels around the earth. But the fact is otherwise. It is the earth rotates at its axis and that revolves around the sun as well. You must have got this experience, while travelling in a train or bus, actually the train moves on and all the things around like poles, trees, houses etc. which are stationary, look as if are moving. This very myth puzzled the astronomers for a very long time. Ultimately it was discovered by scientists like Galileo, Copernics that the sun is stationary and the earth is moving. Presently it is believed that Sun is rotating round its axis and nothing is stationary in the Universe.

Besides moving around the sun, our earth also moves on its own axis, we call it the 'Rotation' of the earth and moving around the sun is called The Revolution of the earth.

### Rotation

Just Rotate the Globe, it will rotate around its axle. Similarly, Earth rotates on its axis. It completes its round along its axis in 24 hours in the direction west to east. This is called Rotation of the earth. The axis is an imaginary line that passes through its centre. Its two ends are the North Pole and the South Pole. This axis is inclined to the plane of the earth's orbit, at an angle of  $66\frac{1}{2}^\circ$ . This is similar to what is in case of the Globe.

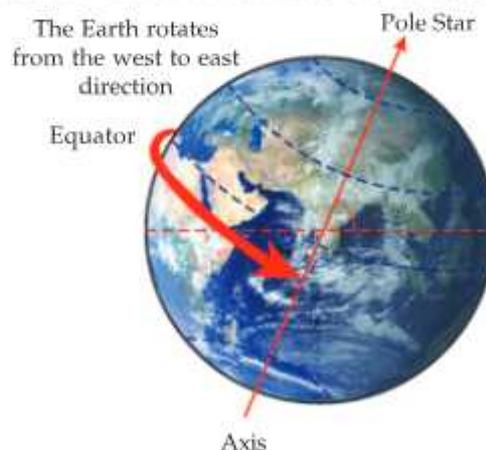


Fig. 2.1 The inclination of the Earth

It is because of the earth's rotation that the sun seems to be rising and setting. When the earth moves on its axis, half of its

surface faces the sun at a time, while the other half remains away from the sun light.



The rotating Top



Fig. 2.2 Rotation of the Earth

As a result, in that part of the earth that receives sunlight, it is day while in the other part, it is night. This phenomenon alternating day and night is the result of the earth's movement on its axis. The movement is similar as the top shown with Fig. 3.2

### Effects of Rotation

1. Suppose, if the earth stops rotating, then one half of its part would be permanently in daylight while the other half would have a perpetual night. Thus, it is because of the rotation of the earth that days and nights are caused and they follow each other in all parts of the earth.
2. The earth moves from west to east. It is because of this movement, i.e. rotation of the earth, that sun, moon and stars appear us as if moving around the earth from east to west.
3. Both in the morning & evening the rays of the sun are slanting. They fall on a large areas of the earth. So there is lesser heat during these times. But at noon, the rays of the sun are more or less vertical. They fall on smaller area and make it very hot, so noons are comparatively hotter as compared to both mornings and evenings. Remember days and nights are of the same duration on the equator, these decrease or increase in northward or southward.
4. All Sea Breezes, permanent winds while blowing turn towards their right or left hand. Because according to Ferrel's Law, winds blowing northwards i.e. in northern hemisphere, instead of blowing straight, turn to their right hand, and turn towards the left hand, while moving in southern hemisphere. All this is due to the rotations of the Earth.

## Revolution of the Earth

Earth revolves around the sun, and completes its cycle in  $365\frac{1}{4}$  days (365 days and six hours). Calculating it in this way, we add one day ( $6 \times 4 = 24$  hours) to the calendar in the fourth year. This year is called the leap year. Thus every fourth year in the Solar Calendar has 366 days. The extra day is added to February. In an ordinary year, February has 28 days while in a leap year, it has 29 days. Remember a year, divisible by 4, is treated as a leap year, i.e. 1984, 1992, 2000 and 2004 are leap years.

While moving around the sun, the earth moves on a specific elliptical path as shown in Fig. 3.4. This path is also known as Planetary Path. Earth revolves around the sun with a speed of approx. 1,05,600 Km/hour. Sun remains in the centre of the path. Sun is 15 crore km. away from the earth.

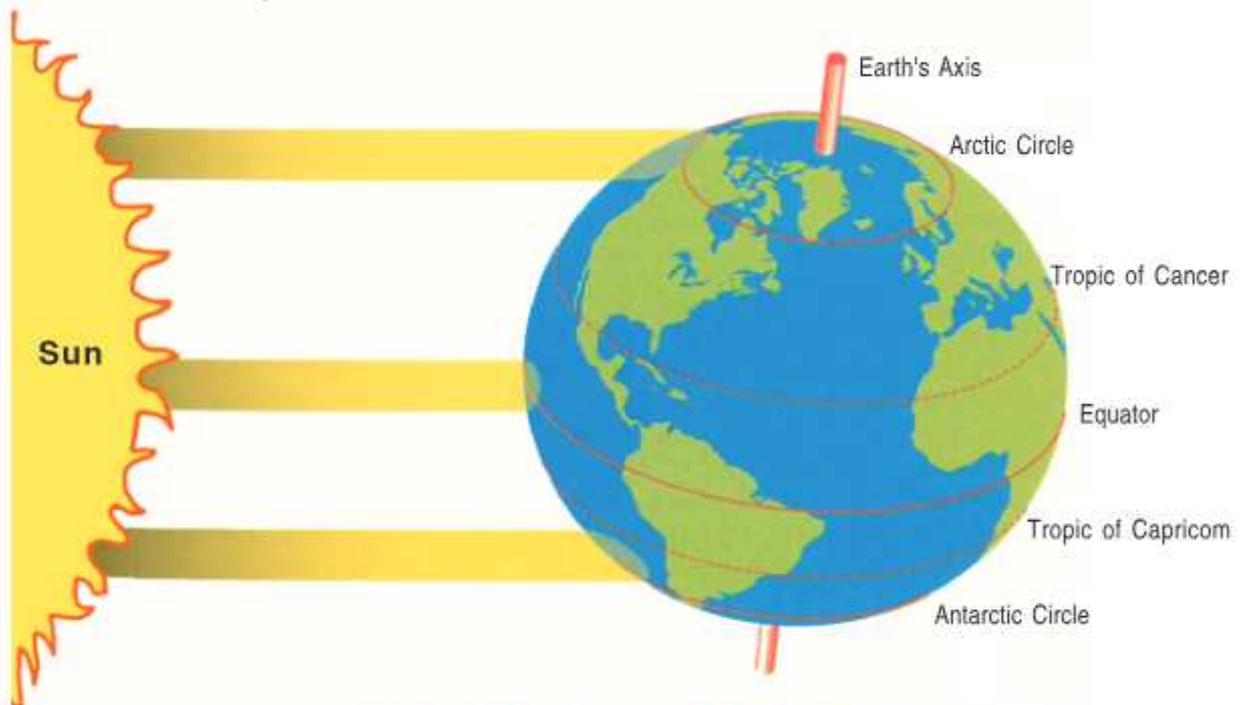


Fig. 2.3 Revolution of the Earth

Due to the inclination of the earth's axis, in the Northern Hemisphere from March 22 to September 22, the North Pole receives sunlight continuously for six months. While on the South Pole, the sun shines continuously for the other six months. In this way, at the poles, there are days and nights of six months' duration each.

Days and nights are of equal duration throughout the world on March 21 and September 23, because on these two days, neither of the two poles is inclined towards the sun. This process is called Equinoxes.

**Equinox:** It is the time, when the sun rays fall directly on the equator, as a result days and nights are of equal duration.

### The Phenomenon of season

The phenomenon or change of seasons is caused chiefly by the revolution of the earth around the sun and the inclinations of the earth's axis at an angle  $66\frac{1}{2}^{\circ}$  to the plane of its orbit which constantly points to the same direction. It can be understood with the help of the diagram, which shows four positions of the earth during its revolution around the sun. Look at the fig. 3.4, we observe,

### The position on 21st of June

- I. North Pole is inclined towards the sun and the South Pole is away from it. It is continuous darkness on South Pole.
- II. The rays of sun fall vertically at the tropic of Cancer  $23\frac{1}{2}^{\circ}$  N.
- III. Major parts of the Northern Hemisphere are covered by the direct sun rays, as a result of which days are long and hot and it is summer in the Northern Hemisphere. This position is only on 21st June, when the sun shines vertically on the Tropic of Cancer, is called the Summer Solistice.

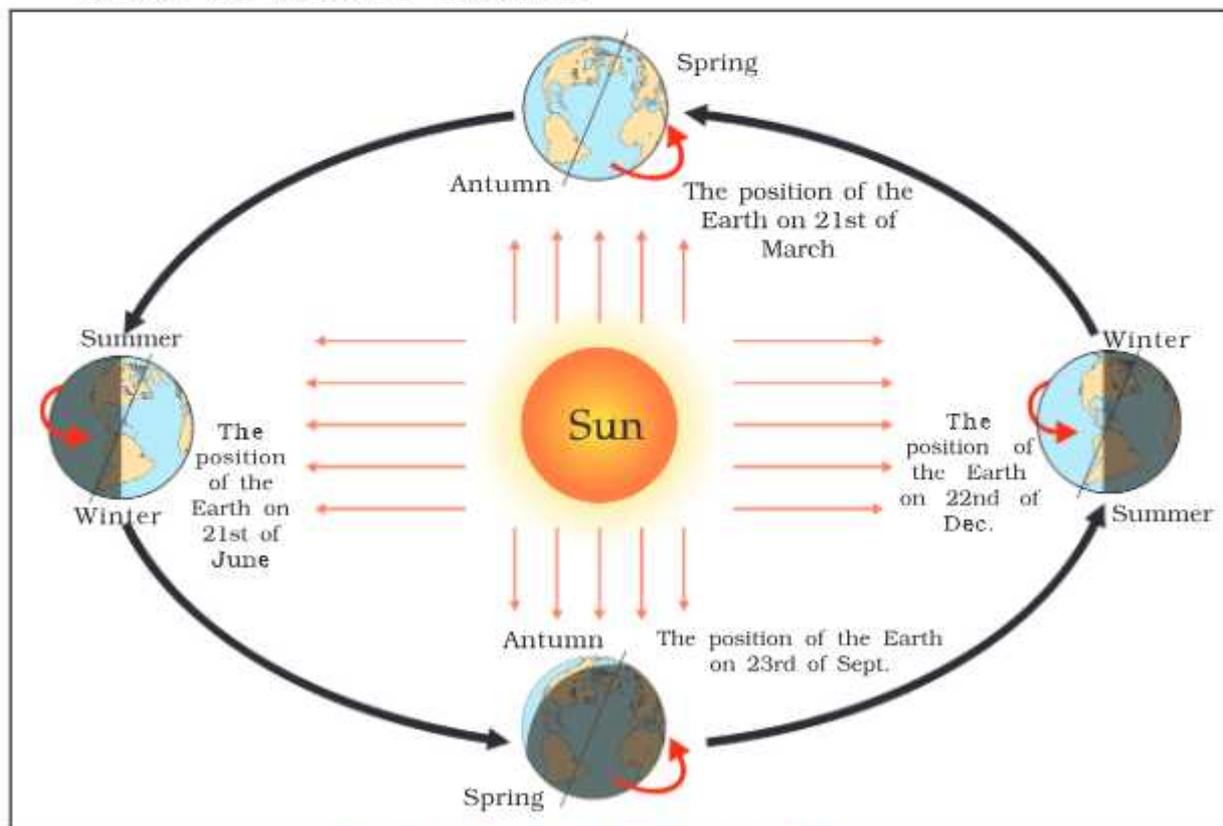


Fig. 2.4 Cycle of Changing Season

### The position on 22nd of December

- I. The South Pole is inclined towards the sun and the North Pole is away from it. It is continuous darkness on North Pole.
- II. The rays of sun fall vertically on the Tropic of Capricorn ( $23\frac{1}{2}^{\circ}$  S). As a result of which the days are long and hot there. It is summer in the Southern Hemisphere. Thus, on 25<sup>th</sup> December every year when Christmas is being celebrated, it is winter in the Northern Hemisphere as in England, U.S.A., India etc. But it is summer in Southern Hemisphere as in Australia, South America etc. Remember, when the sun shines vertically on the Tropic of Capricorn, it is called the Winter Solstice.

### The Position on 21st of March and 23rd of September

- I. Both the North Pole and the South Pole are neither inclined towards the sun nor are they away from it.
- II. The rays of the sun fall vertically on the equator. As a result, days and nights are of equal duration throughout the world on these two days i.e. on 21<sup>st</sup> March and 23<sup>rd</sup> September. On 21<sup>st</sup> March, it is spring in the Northern Hemisphere. It is called the Spring Equinox, on 23<sup>rd</sup> September, it is autumn in the Northern Hemisphere. It is called Autumn Equinox. In the Southern Hemisphere the seasons are opposite to Northern Hemisphere. On the equator, the sun always shines vertically overhead. Therefore, there is one season on the Equator. It is a long and hot summer.

#### Points to Remember

1. Earth continues its two motions all the time. Its motion (movement) around its axis is called 'Rotation' while movement around the Sun is called 'Revolvement'.
2. Each revolution of Earth completes in  $365\frac{1}{4}$  days while a calendar year is of 365 days resulting into having each fourth year of 366 days i.e. leap year.
3. Effect of rotation of Earth is having days and nights while effect of revolution is length of days & nights and change of seasons.
4. Seasons are exactly opposite in Northern and Southern Hemispheres.

#### EXERCISE

##### A. Answer the following questions in brief :

1. What is rotation of Earth?
2. What causes the cycles of season?
3. Where do the vertical rays of the sun fall on June 21?

4. On September 23<sup>rd</sup>, which season is experienced in the Northern Hemisphere?
5. On September 23<sup>rd</sup>, which season is experienced in the Southern Hemisphere?

**B. Distinguish between the following :**

1. Rotation and Revolution

**C. Give Reasons :**

1. The sun rises in the east and sets in the west.
2. Days and Nights are not always equal.
3. On June 21<sup>st</sup>, the South Pole is in continuous darkness.
4. Why do the sun, the moon and the stars appear moving round the earth, from east to west?
5. What is meant by leap year ? Why it has a day more then a normal year.

**D. Fill in the blanks :**

1. The Earth rotates from \_\_\_\_\_ to \_\_\_\_\_ .
2. The \_\_\_\_\_ is the line around which the earth turns.
3. The path along which Earth travels around the sun is called the \_\_\_\_\_ .
4. The \_\_\_\_\_ areas experience six months long day and six months long night.

**Activities :**

1. Put a vertical stick on the ground and watch its shadow. When the shadow is the shortest, it is 12 noon (local time). Adjust your watch to this time and find out the difference between the local time of your town and the Indian Standard Time.
2. Collect information from the newspapers about the time of sunrise and sunset at various places in the country. Calculate the time difference in the sunrise at your town and eastern most and western most places in India.
3. Make a chart of the length of the day at your town on the first of every month. In which month are the days the longest and why?
4. A quiz contest be held in class on 'Motions of Earth'.



Lesson

3

## GLOBE-THE MODEL OF THE EARTH

Our Earth is very large in size. We cannot see the whole of the earth in its actual size and shape in one go. Therefore, we use models, photographs and maps to see the earth or any part of it. You have seen a photograph of the earth in the previous lesson. What is the shape of earth? It is round like a ball. This shape is called a sphere or a spherical shape or Globe. In fact the earth is not a sphere. It is slightly compressed at the poles. The best model of the earth is a Globe. It is three dimensional model and it shows the earth in its true shape Fig. 2.1



Fig. 3.1 A Globe

On the Globe the shapes, sizes, distances and directions of the continents and oceans, are correctly represented. In other words, a Globe is a correct replica of the shape of the Earth as it shows accurate sizes and shapes of all the physical features of the earth, such as oceans and continents.

Look at the picture or real Globe, we find screws on the upper and on the lower side of the Globe. The upper screw is defined as North Pole and lower one as South Pole. Further, you see a line, that runs from East-West direction. This is called Equator. This is only an imaginary line, drawn by the scientists for studying the earth.

**Equator:** It is the imaginary line that divides the Earth in two equal halves, each half known as hemisphere

The upper hemisphere is known as the 'Northern Hemisphere' the lower hemisphere is known as the 'Southern Hemisphere'.

**Hemisphere:** The half of a sphere is called Hemisphere

### Latitude

Scientists have drawn other imaginary lines on the Globe. You'll observe lines running East-West direction. All these lines are circular in shape and are parallel to Equator. These are the parallels of Latitude.

**Parallel Lines:** The lines those run at equal distance and never meet with each other may those be straight or circular.

Look at the design 2.2, which depicts the lines of latitude. The line drawn through the Center or  $0^\circ$  the latitude is known as Equatorial line. Similarly, other Latitudes  $0^\circ - 90$  are also drawn. The lines drawn north of the  $0^\circ$  or equator are labelled with N.

The lines drawn South of the Equator, are labelled with S are known as Southern Latitude. Equatorial line is not labelled with N or S.

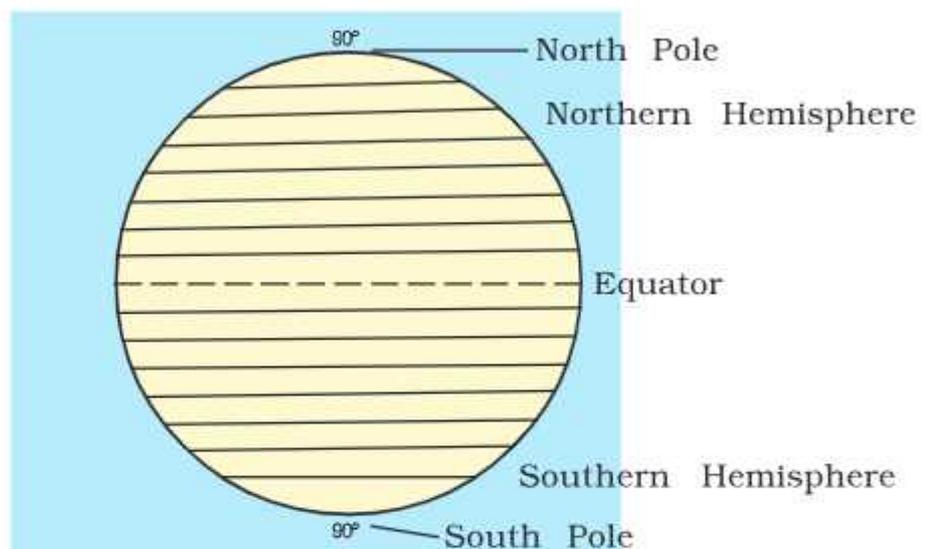


Fig. 3.2 Lines of Latitude

Thus, there are 90 imaginary lines drawn to the north of the Equator and 90 imaginary lines to the south of the equator. It makes 181 parallels of Latitudes in all. The circle of equator, Latitude is the largest of all other circles.  $90^{\circ}\text{N}$  and  $90^{\circ}\text{S}$  are the just points. As circles from the equator go on decreasing till to the points in north and south.

The angular distance from the equator is measured in degrees: each degree is further divided into minutes and each minute into seconds.

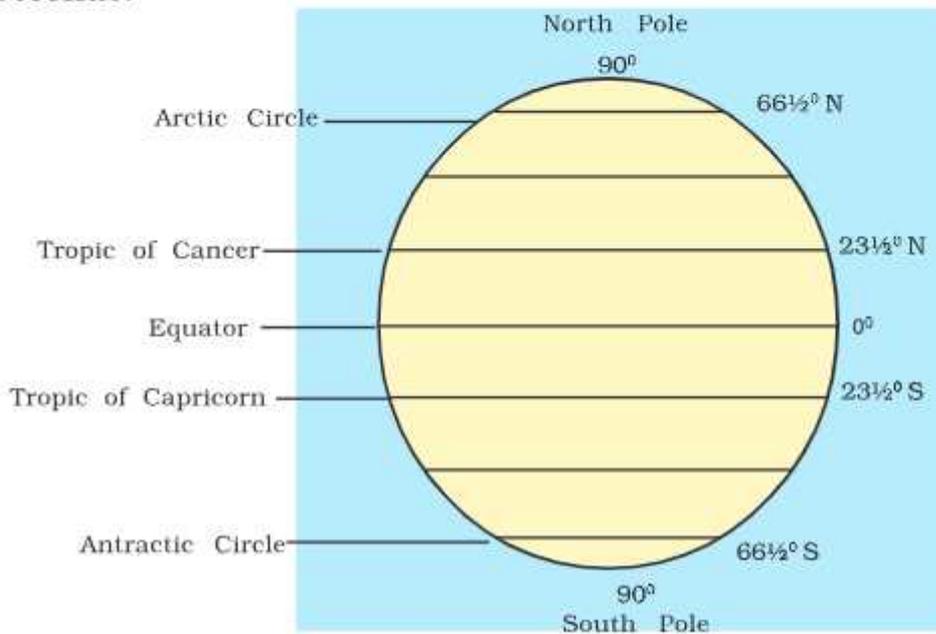


Fig. 3.3 Important parallels of Latitudes

### Some Important Parallels of Latitude.

The equator is the most important parallel or Latitude. As you have already read, the equator divides the earth in two equal parts. Besides Equator, the important parallels or Latitudes, are the tropic of Cancer, situated at an angular distance of  $23\frac{1}{2}^{\circ}\text{N}$  in the Northern Hemisphere and the Tropic of Capricorn, situated at an angular distance of  $23\frac{1}{2}^{\circ}\text{S}$  in the Southern Hemisphere. The Tropic of Cancer passes almost midway through India.

The Arctic and the Antarctic circles situated at  $66\frac{1}{2}^{\circ}\text{N}$  and  $66\frac{1}{2}^{\circ}\text{S}$  respectively are two important parallels.

### Importance of Latitude

Latitudes have importance of their own. First of all, by means of the Latitudes, we can very easily form an idea of the temperature of a place. As we know that when we move away from equator Northwards & Southwards, consequently with the help of Latitudes, we can divide the earth into Heat Zones. Temperature goes on decreasing i.e. if a

place is situated at  $10^\circ$  N or S of Equator, it will be a hot type and if a place is at  $50^\circ$  N or S of Equator, it'll be colder. Secondly, with the help of Latitude we can find out the distance of a place from the equator, one degree of Latitude roughly equals to 111 Kms of distance from another Latitude. of distance from another latitude. Therefore a place  $5^\circ$ N of the Equator will be 555 Kms. away towards the north from the equator. Thirdly, alongwith Longitude, Latitude helps us to find out the exact location of a place.

### Longitudes

There are other lines also, those run from North to South direction. These are not parallel line. These are not circular even. These semi-circular line, are called longitudes or meridians. For the purpose of convenience, it was decided that meridian which passes through Greenwich in England, should be regarded as the Prime Meridian and counting of meridians should begin from Prime Meridian. Look at the Fig. 2.4. Prime Meridians value is  $0^\circ$  Longitude. There are  $360^\circ$  Longitudes, drawn through the equator with an equal interval of one degree, 180 meridians are drawn to the east of the Prime Meridian and are followed by the Letter E and those 180 to the west are followed by the letter W. As the  $180^\circ$  Longitude is the same line to the East or to the west. So it is neither followed by Letter E nor by W.

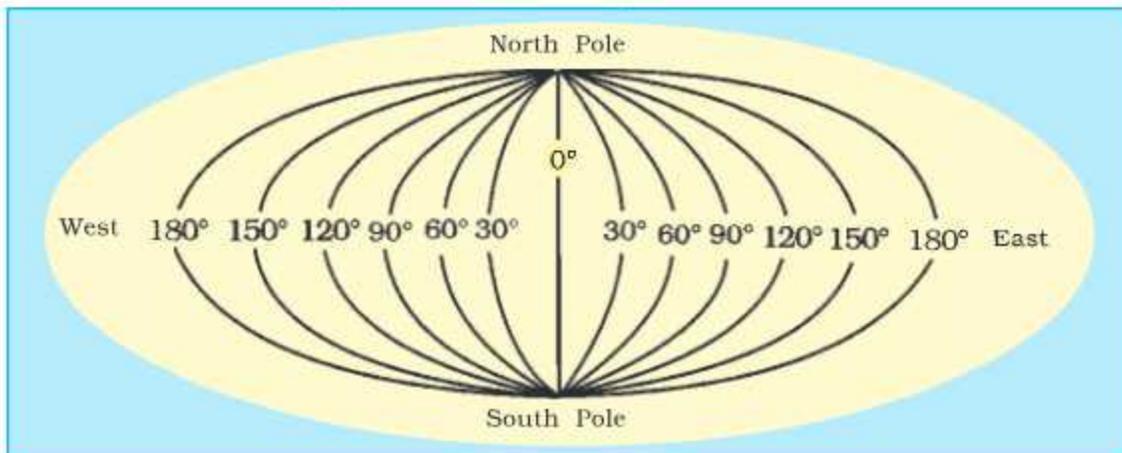


Fig. 3.4 Meridians of longitude

Distance between meridians is also measured in 'degrees' called degrees of Longitude, which are further divided into minutes and seconds.

### Importance of Longitude

Like the Latitudes, the Longitudes also got importance of its own. First of all, with the help of Longitudes, we are able to know the East-West distance of a place i.e. when we say that Ludhiana is on  $76^\circ$ E. Longitude, it means that Ludhiana is  $76^\circ$ E to the Prime Meridian.

Secondly, with the help of meridian of Longitude, we can very

easily calculate the local time of a place i.e. the countries situated in east of Greenwich. Their time is calculated 4 minutes per Longitude ahead and the countries situated at west of the Greenwich calculate their time 4 minutes per Longitude behind. On the whole the countries or places situated to the East are ahead in time, because the Earth rotates from West to East direction, the day begins earlier in eastern parts than that of western parts.

### Grid

On the map and Globe, there is a net of parallel of Latitude and Meridians. This net is called Grid as shown in Fig. 2.5.

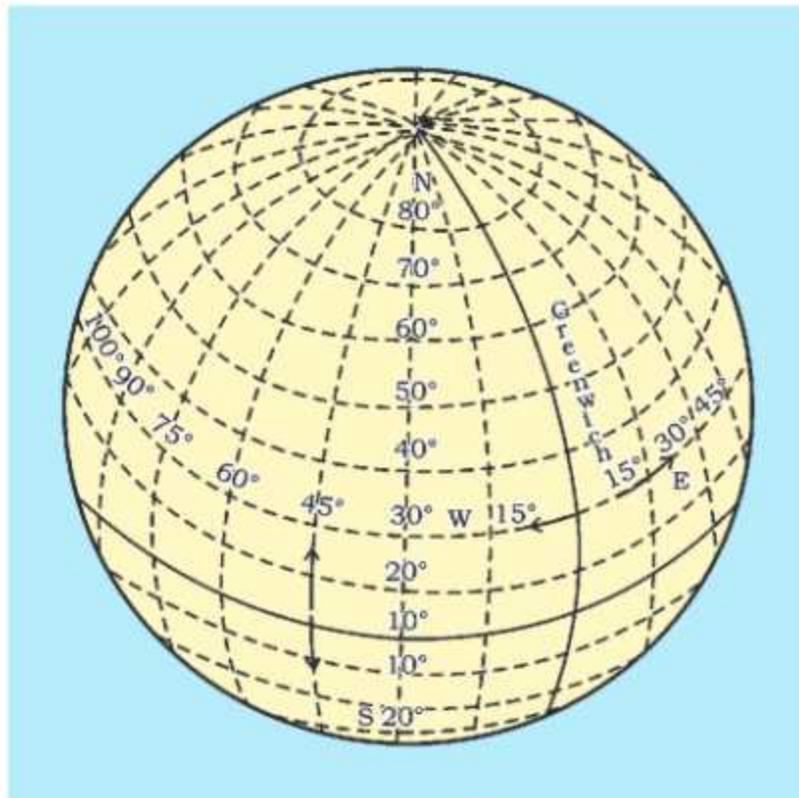


Fig. 3.5 Grid

### Importance of Grid

This Grid is helpful in making maps and atlases. We can read maps with help of Grid i.e. if we know the Latitude and Longitude of a place we can locate it on a map very easily.

Secondly, this helps in fixing the boundary between two countries i.e. with the help of this Grid, we come to know, to which Latitude and Longitude a particular country extends. Longitudes and Latitudes of some of places of India.

Name of City	Latitude	Longitude
Gurdaspur	32°N	75°25'E
Jullundur	31°20'N	75°34'E
Ludhiana	31°N	76°E
Patiala	30°23'N	76°21'E
Chandigarh	30°42'N	77°E
Delhi	28°38'N	77°12'E
Kolkata	22°34'N	88°20'E

### Local Time and Standard Time

As the local time differs from place to place it causes great inconvenience for the country on the whole. Therefore, each country adopts local time of a particular or rather a central place as the uniform time for the whole country. It is called the standard time of that country or that area. In India, the local time of  $82\frac{1}{2}^{\circ}$  E Longitude is used as the Standard Time for the whole country. It is called 'Indian Standard Time.'  $82\frac{1}{2}^{\circ}$  E is thus the standard meridian of India.

Remember, the Indian standard time is  $82\frac{1}{2}^{\circ} \times 4$  minutes = 330 minutes or 5 hours and 30 minutes ahead of the Greenwich time. Thus, the watches in India will show 5.30 P.M. when it is 12.00 noon in England.

### Heat zones of the Earth

As discussed above, latitudes help us in dividing the Earth into different Heat Zones. This is due to the reason, the rays of the sun which are vertical, occupy less space but intensity of heating is very high and the rays of the sun which are slanted, occupy more space but intensity of heating is low.

The second reason behind the heat zone formation is the spherical shape of the earth. The central, the bulging part of the earth receives maximum heat of the sun and as we go away from the central part towards the poles, the heat reduces. On this basis, we have recognised broadly three temperature zones.

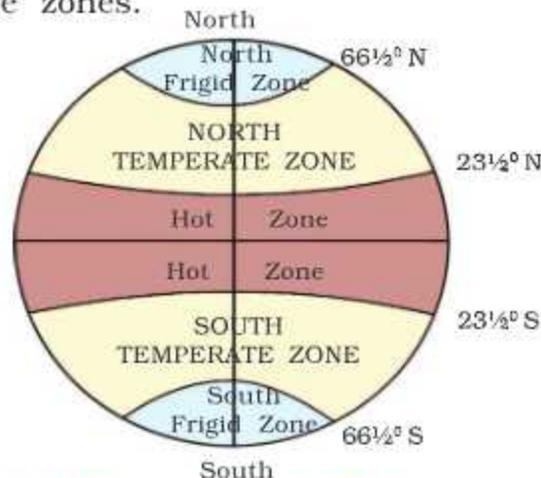


Fig. 3.6 Heat zones of Earth

### 1. Hot zone or Torrid zone

It lies between the Tropic of Cancer and the Tropic of Capricorn. It is the hottest zone of the world. The sun shines vertically at noon over this part of the earth.

### 2. Moderate or Temperate zone

It lies between the Tropic of Cancer and Arctic Circle in the Northern Hemisphere and between the tropic of capricorn and the Antarctic Circle in the Southern Hemisphere. The sun is never overhead in this zone. It is neither very hot in summer nor very cold in winter. It is, therefore, called the Temperate Zone.

### 3. The Cold or the Frigid Zone

It lies between the Arctic Circle and the North Pole in the Northern Hemisphere and the Antarctic Circle and the South pole in the Southern Hemisphere.

#### Points to Remember

1. The imaginary line that divides the Earth in two parts is called Equator.
2. Northern half of Earth, separated by Equator is known as Northern Hemisphere. Where as southern part is known as Southern Hemisphere.
3. Important parallels other than Equator are Tropic of Cancer at  $23\frac{1}{2}^{\circ}\text{N}$ , Tropic of Copricorn at  $23\frac{1}{2}^{\circ}\text{S}$ , Arctic Circle at  $66\frac{1}{2}^{\circ}\text{N}$  and Antarctic Circle at  $66\frac{1}{2}^{\circ}\text{S}$ .
4. Northern tip of Earth is a point and  $90^{\circ}\text{N}$  latitude while southern tip in  $90^{\circ}\text{S}$  latitude, known as North Pole and South Pole respectively.
5. Imaginary line drawn vertically on models of Earth are called longitudes and  $0^{\circ}$  among them is known as Greenwich Meridian while  $180^{\circ}$  E or W is known as International Date Line.
6. Earth may be divided into Heat Zones with the help of latitudes namely, Hot Zone, Temperate zone and Frigid zone.

#### EXERCISE

#### A. Answer the following questions in brief :

1. Why Globe is called as model of the Earth?
2. What is the name of the ending of screw of Globe?
3. What is the name given to the Semi-circles that connect both the poles?
4. What is Hemisphere, name the line that cuts the Globe or Earth into the Hemispheres?
5. What is the Prime Meridian, from where it passes?

6. Why Longitudes are called Meridians of Longitude. In how many Meridians we divide the Earth or Globe?
7. Which is the largest circle of Globe, name it?
8. What is difference between Parallel of Latitude and Meridian of Longitude?
9. What is the importance of Longitude?
10. Which lines help us to divide earth into Heat zones give reasons? Why there are Heat Zones?

**B. Fill in the blanks :**

1. Tropic of Cancer is depicted by \_\_\_\_\_ parallels of Latitude.
2. Tropic of Capricorn is depicted by \_\_\_\_\_ parallels of Latitude.
3. Latitudes and Longitudes make a \_\_\_\_\_ on a Globe.
4. The distance between any two parallels is always \_\_\_\_\_ .
5. The \_\_\_\_\_ is also known Zero Meridian.
6. In India, the Longitude of \_\_\_\_\_ is considered the Standard Meridian.
7. The time difference between Greenwich Mean Time and Indian Standard Time is \_\_\_\_\_ .

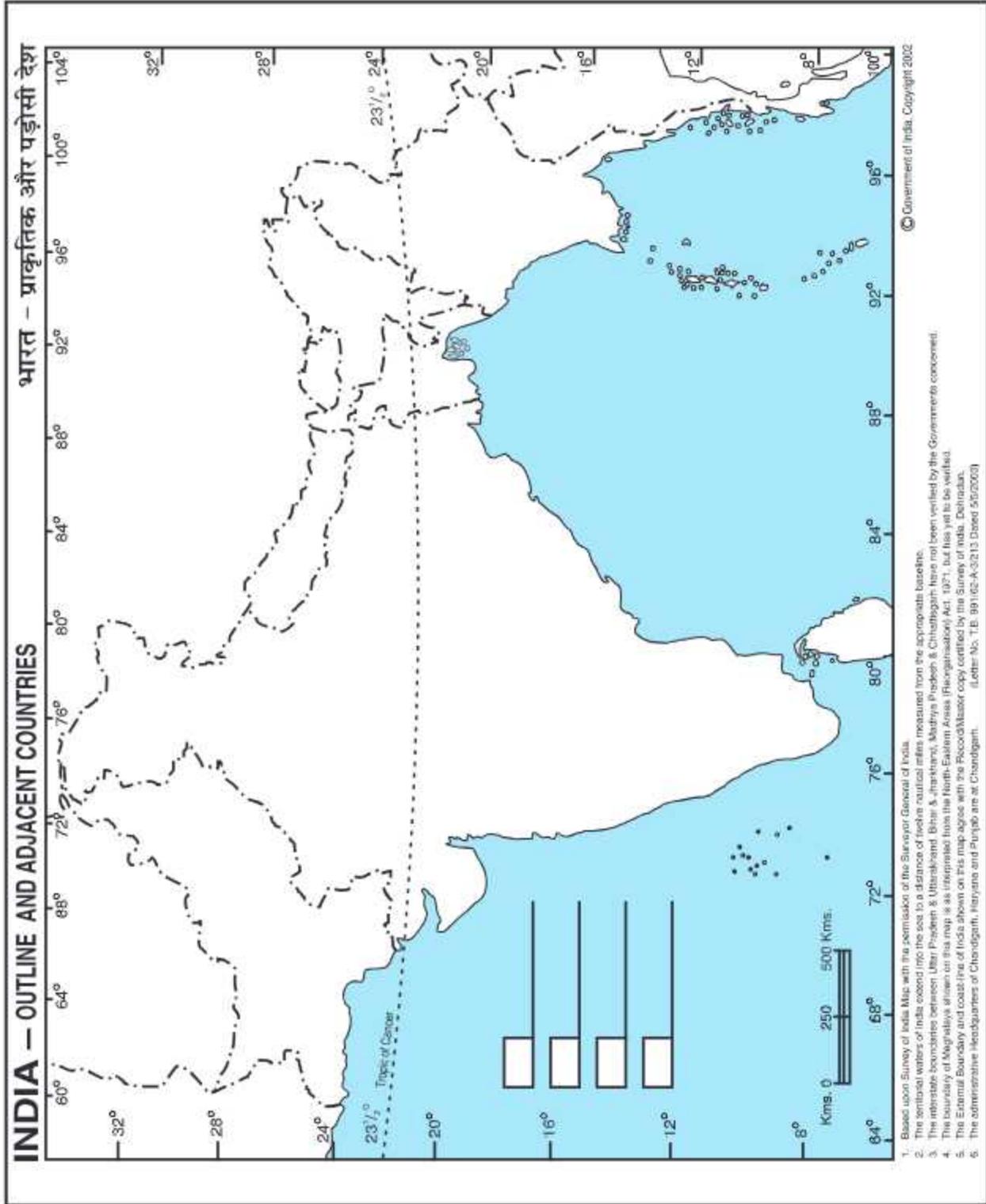
**C. Say whether the following statements are True or False :**

1. Each parallel of Latitude is a semi-circle.
2. Temperature increases as we go away from the equator.
3. The Torrid zone lies between the Tropic of Cancer and Tropic of Capricorn.
4. The Earth rotates from the West to East direction.

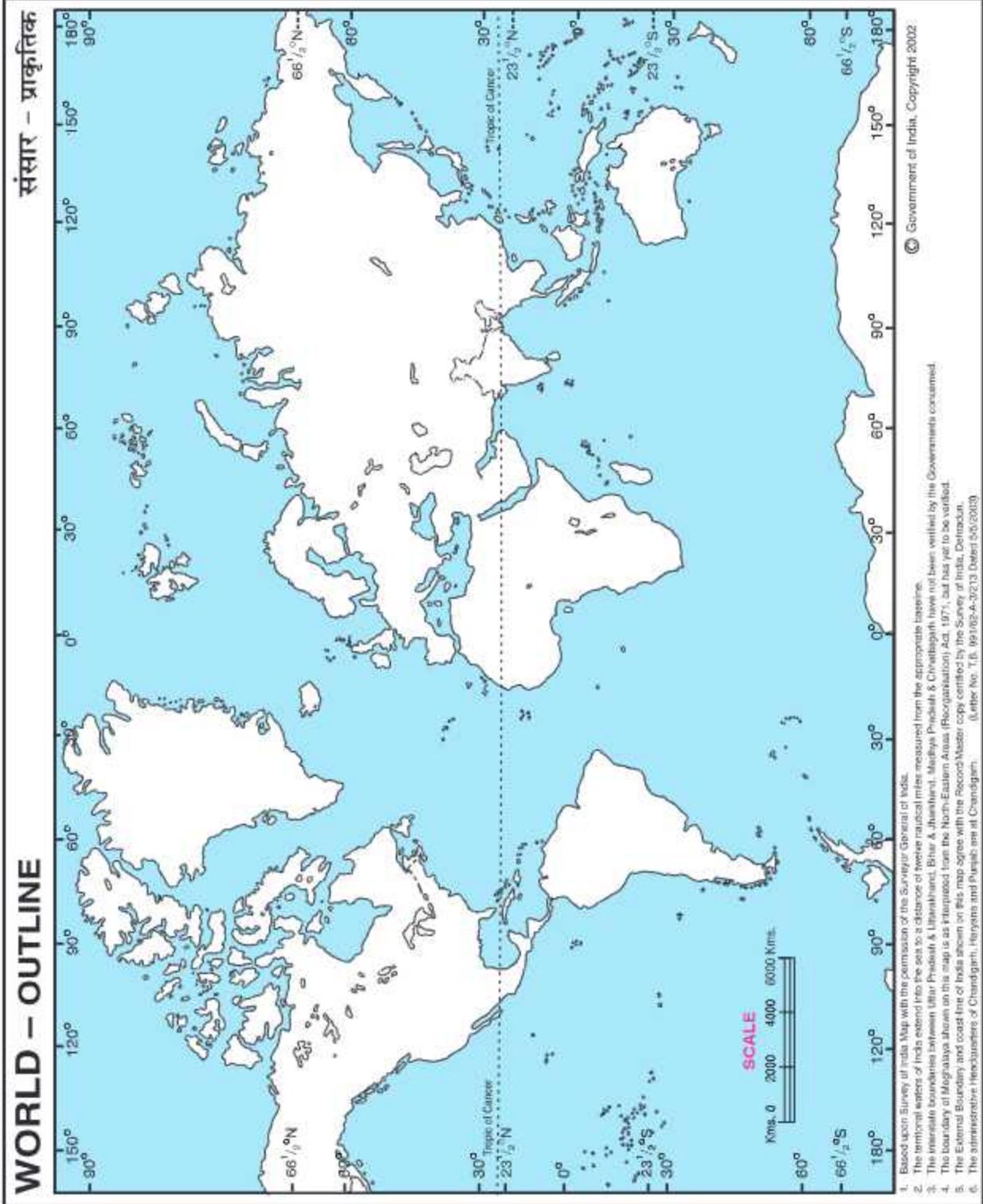
**D. Activities :**

1. With the help of Atlas, find out the Longitude and Latitude of your District.
2. Mark the lines of Equator, Cancer, Capricorn and Arctic circle and Antarctic circle on the Globe.
3. Draw Standard Meridian on the world map.
4. Take two balls and draw important Parallels and Meridians on each of them.





Name ..... Class ..... Roll No. .... Teacher Signature .....

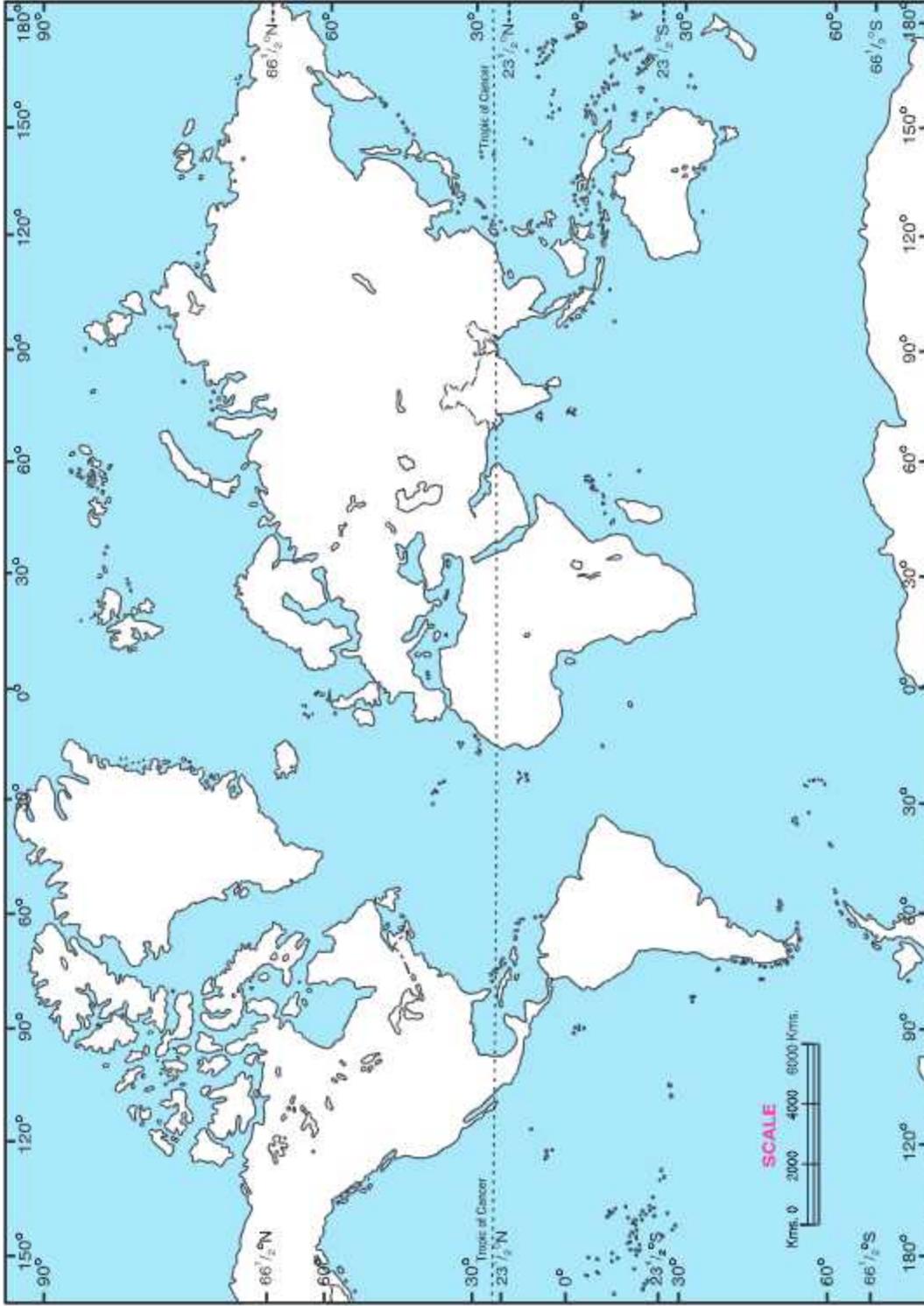


1. Based upon Survey of India Map with the permission of the Surveyor General of India.
2. The territorial waters of India extend into the sea to a distance of twelve nautical miles measured from the appropriate baseline.
3. The inland boundaries between Uttar Pradesh & Uttarakhand, Bihar & Jharkhand, Mizhya Pradesh & Chhattisgarh have not been verified by the Governments concerned.
4. The boundary of Meghalaya shown on this map is as stipulated from the North-Eastern Areas (Reorganisation) Act, 1971, but has yet to be verified.
5. The External Boundary and coast line of India shown on this map agree with the Record Master copy certified by the Survey of India, Dehradun. (Letter No. T.6. 99102-A-3/213 Dated 5/5/2003)
6. The administrative Headquarters of Chandigarh, Bhopal and Punjab are at Chandigarh.

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# WORLD – PHYSICAL

# संसार – प्राकृतिक



1. Based upon Survey of India Map with the permission of the Surveyor General of India.  
 2. The territorial waters of India extend into the sea to a distance of twelve nautical miles measured from the appropriate baseline.  
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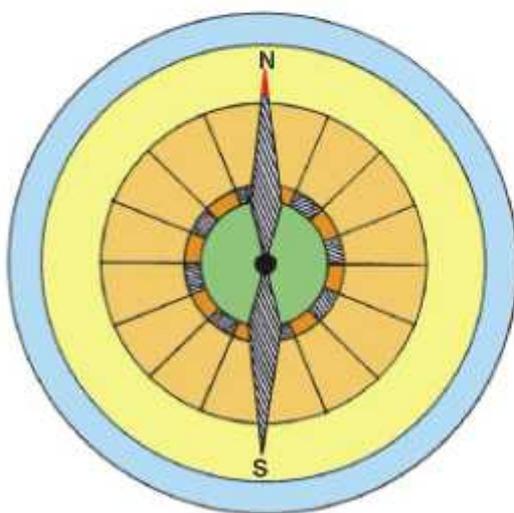
Lesson  
**4**

## MAPS – HOW THEY HELP US

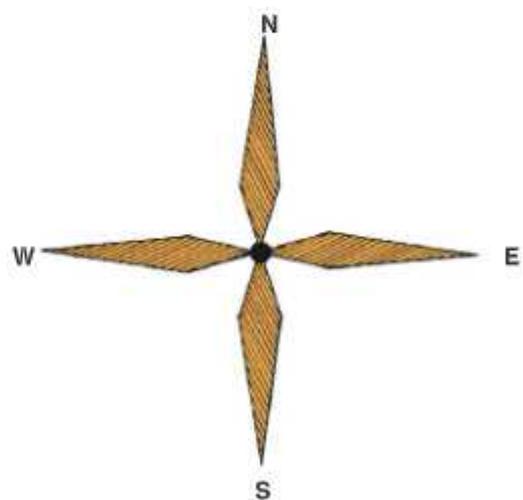
Geography is the science, which deals with the earth, its surroundings and the people, who live on the earth. Map of a region is essential for the study of that particular region. Maps guide us to understand a locality, a country or a continent.

Even in day-to-day life, when we try to locate an address, a roughly drawn sketch or plan will help us to find out the place more easily. Many big cities have guide maps displayed at important corners. They help the people to move in the correct direction. In the same manner, the study of Geography is made easier with the aid of maps.

We know that the earth is spherical in shape. A true representation of the earth or a model of the earth is called a Globe as you have already studied in the previous chapter. Maps are used for study purposes in classroom lectures because these are convenient to handle. A map is a representation of the earth or a portion of it drawn to a scale on flat surface.



Compass



Cardinal Points

Fig. 4.1 Major directions

### **How do maps help us ?**

Maps are indispensable in our modern life. The positions of the places are shown in the maps in relation to latitudes and longitudes. With the help of the maps the distance of one place to another, difference of time and location of a place can be easily located. The trade centres, routes, slope of the land, rivers physical features etc., can also be easily located. The government needs maps for administrative purpose. Maps guide the travellers and are also useful for the army. They are the tools used for learning the different aspects of Geography.

### **Different types of Maps**

Due to their varied uses, maps are of various kinds. Many types of maps are drawn according to the purpose of study: physical maps, political maps, distributional maps, topographical maps, atlas (thematic) maps etc.

#### **Physical Maps**

The relief features of a continent or a country, that is: the mountains, plateaus, plains etc., are shown in a physical map. Different colours are used to show the relief features. Physical maps are also called Relief Maps.

#### **Historical Maps**

Maps are also used to explain historical events such as war, spread of a civilization or an important voyage.

#### **Distributional Maps**

These maps show the destination of various commodities like crops, population, minerals etc. They are also referred to as commodity maps.

#### **Topographical Maps**

Such maps show natural features as well as man-made features like roads, railways etc. They are prepared by the survey departments of each country. They are helpful for town planning, for the army and for various study purposes.

#### **Atlas (thematic) Maps**

These are the small scale which give the details in a book form. They are easy to carry and are useful for students.

### **Essential Components of Maps**

Distances, direction and conventional symbols are the three most essential component or the pillars of the maps.

#### **Distance**

The distance is shown on the map with the help of scale.

### Scale

We mean a measuring line on a map which helps us to find correct distances between various points on the map. In a scale there is always a proportion between the dimensions of the map and the actual places they represent on the earth. As for example the scale given in fig. 4.2 shows 1 cm = 100 metres



Fig. 4.2 Scale

which means one centimetre on the map is equal to 100 metres on the ground. Maps can be drawn to any scale i.e. a millimetre or a centimetre to represent a kilometre or a thousand kilometre or even more.

### Direction

Like distance, direction also plays an important role in Maps. Just as directions are shown on the maps with the help of arrows.

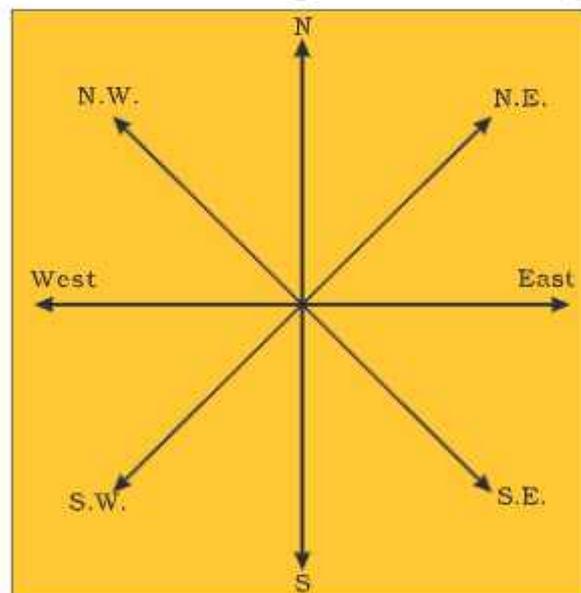


Fig. 4.3 Directions

### Conventional Symbols

To read a map, the knowledge of the signs and symbols is very important. These signs which show details on maps are called conventional symbols. These are pictorial representation used to show natural and man made features. They are prepared by the survey department of each country and are shown on Topographical maps. They also help in making the drawing and study of a map much quicker and easier. There is some sort of agreement all over the world regarding the use of certain symbols.

Conventional Symbols			
Boundaries		Water symbols	
International (On the earth)		Glacier	
On the ocean		Marshy	
State/Union Territories		Coral reef	
Population		Contours	
Capital of a Country		Rivers	
Capital of a state or Union Territory		Canals	
Distt. Administration area		Water-pipe lines	
Other Town		Physiographical contour	
Means of transport		Desert	
International Airways		Height of Peak	
Railways		Spot Height	
Important Railways		Oil and Gas Areas	
National Roadways		Oil pipelines	
Railway tunnels		Gas Pipelines	

Fig. 4.4

Note : The above mentioned symbols are approved by survey of India.

Besides, distance, directions and conventional symbols, there are other components also, i.e. a title, key to explain symbols.

Sometimes, colours are also used to show certain physical features. For example oceans and water bodies are shown in blue colour, plains in green colour, uplands in yellow and mountains in brown colour, likewise, snow on hills is shown by white colour.

### How to study a map

The map is drawn according to the actual distance, directions and other features of an area on the earth. You see a arrow mark in the right hand side margin of a map. As you know this arrow with its tip marked 'N' is called the North. It will enable you to find the other directions on the map. Sometimes, in a map, this North line is not given. It should not cause any confusion or difficulty because by convention and practice the top of map is always taken to be as North. With the help of North line you can tell the direction of your state (Punjab) in the map of India or any other place in the world.

### Points to Remember

1. A map is a representation of whole Earth or any part of it, drawn on some particular scale.
2. Distance, direction and shape between two given places on map are represented exactly same as they are there on Earth.
3. North is shown upwards on maps generally.
4. Maps may be divided into various types depending upon their objectives.

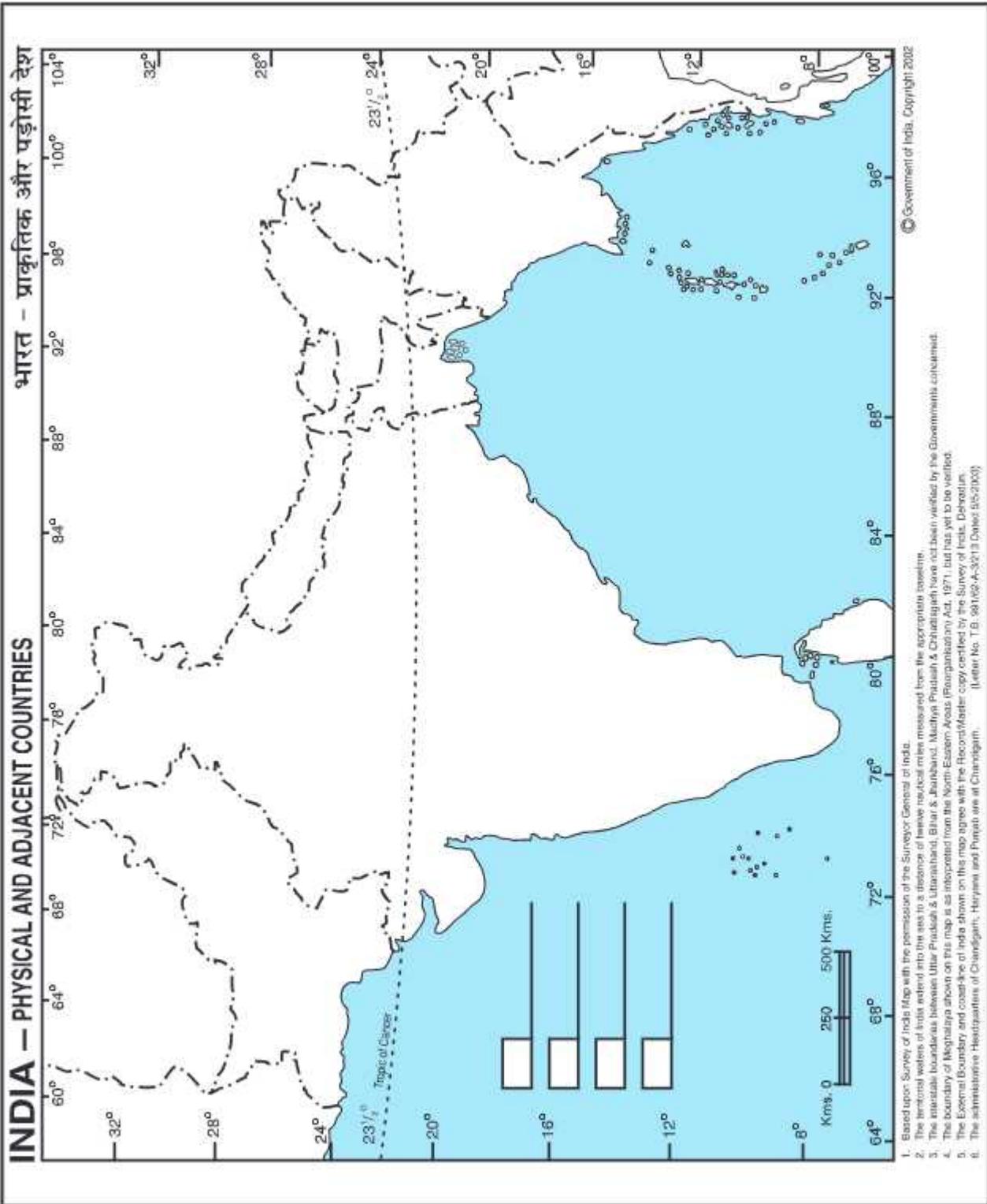
### EXERCISE

#### A. Answer the following questions in brief :

1. What is a map ?
2. What is a Globe ?
3. Write the difference between a map and a globe ?
4. Why maps were made? Give their importance.
5. Enlist the different types of maps.
6. Make a chart of the conventional symbols.
7. In coloured maps, with which colour we show mountains, uplands, plains, rivers, forests and snow covered hills.
8. What is the use of directions in the maps ?
9. How does scale of the map help us to study the maps ?
10. What is the importance of the key in a map ?

#### B. Activity :

1. Prepare a rough sketch of your school or residential area. Use various colours to show different physical features.
2. Prepare a rough sketch of your house and around along with a sketch of your play ground and around. Use different colours to show physical features.
3. Prepare a safety box with the help of your teacher and install it at school. Inform all the students to put their complaints, suggestions and worries in the box. Open the box after 15 days and help the students who have put applications in the box with help of your teachers. You can get help from helpline no. 1098 too.



Name ..... Class ..... Roll No. .... Teacher Signature .....

## REALMS OF THE EARTH

Our earth is a unique planet in the whole solar system. It is the only known planet which is habitable and which supports life. Though sometimes, it is supposed that conditions on the Mars, another planet in the solar system, are also favourable to support some form of life, yet there is no evidence of sustaining life on the Mars. Land, Water and Air are the three realms of the Earth, which sustain life.

The Landmass or the solid crust of Earth is called the Lithosphere, while the vast water mass includes oceans and seas is called the Hydrosphere and the realm of air that surrounds the earth is called the Atmosphere.

### Lithosphere

'Litho' means 'stone' and as such Lithosphere means the solid crust of the earth. It includes all types of Land masses, big or small, even or uneven, high mountains and deep valleys, vast plains and plateaus etc. Heights of these landmasses are measured from the sea level. As all oceans of the world are connected with one another, so the level of sea water remains the same almost everywhere. We can even measure highest peak (Mt. Everest 8848 m. high) and the deepest trench – (Marina Trench – 10,911 m.) from the sea level.

### Landforms

Let us see some major landforms of the Lithosphere. The landforms on the earth's surface can be divided into three main categories – mountains, plateaus and plains.

### Mountains

A mass of land considerably higher than the surrounding area having steep sides and conical tops is called a mountain. The mountains usually occurs in a chain, this is called a mountain range. The major mountain systems of the world are made up of sedimentary rocks and they are young fold mountains.

Rockies in North America, Andies in South America, Himalayas in Asia, Atlas in Africa, Alps in Europe, Great dividing range of Australia are the major mountain systems of the world.



Fig. 5.1 Mountains

### Plateaus

The plateau is a broad and levelled stretch of land rising abruptly from the surrounding regions. Plateaus are also called the Table Land.

Some of the important plateaus of the world are the Deccan Plateau in India, Appalachian Plateau in North America, Plateau of central Africa, Tibetan Plateau etc.

### Plains

Plains are the relatively flat stretch of land that are not very high above sea level. Most of the plains are made by the silt deposited by the rivers flowing down the mountains. These areas are the most densely populated regions of the world because plains are very fertile, construction of transport network is easy. They are the mother of human activities. They are the cradle of most of the civilizations i.e. Indus Valley Civilization, Mesopotamian, Chinese Civilizations etc. all started along the river valleys.

Look at the Globe or the map 5.2 You will find that Northern Hemisphere has more landmass than the water mass, while in the Southern Hemisphere, the water mass is much bigger than that of the landmass. Major Landmasses are called continents while small land masses surrounded by water are called islands.

### Importance of Lithosphere

The outer covering or crust of the earth, which is called Lithosphere is of great importance to us. Its soil cover is of great importance for agricultural as well as for plantation purposes. Secondly, most of the minerals are exploited from the Lithosphere. Thirdly it is a base for the human activities and dwelling place of human beings and animals.

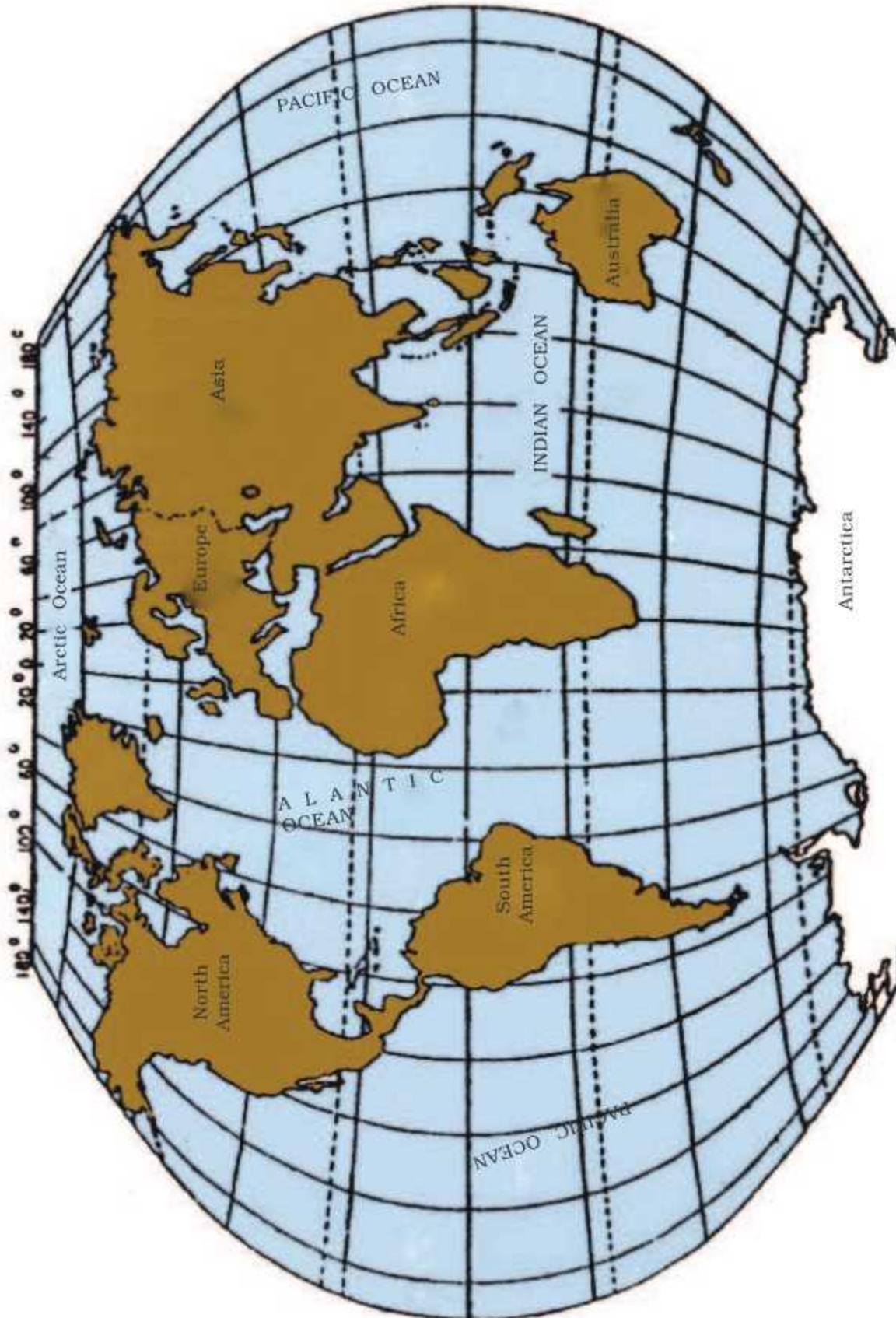


Fig. 5.2 Continents and oceans on the Earth

**Continent :** The large separated landmasses that are surrounded by oceans and seas.

**There are seven continents :**

1. Asia
2. Africa
3. North America
4. South America
5. Antarctica
6. Europe
7. Australia

Look at the table 5.1 given below, you will observe that:

No.	Name of continent	Area in Sq. Km.	Area of total land mass (in %)
1.	Asia	4,16,67,920	29.5
2.	Africa	2,98,00,540	20.0
3.	North America	2,43,20,100	16.3
4.	South America	1,75,99,050	11.3
5.	Europe	96,99,550	6.5
6.	Antarctica	1,42,45,000	9.6
7.	Australia	76,87,120	5.2

Asia is the biggest continent of the world and Australia being the smallest continent, called Island Continent, due to its comparatively small size and surrounded by water.

**Island:** This is a small land mass surrounded by water.

Locate the Equator in world map, study the continents that lie in north of the Equator. These are Asia, Europe, North America. Asia & Europe together belong to the same landmass and are not separated by watermass. Ural mountains and the Ural river separate Europe from Asia. Together they are called Eurasia. But for administrative and economic purposes, Europe and Asia are treated separately. Africa and South America are in southern as well as in northern hemispheres. South Pole is encircled by Antarctica continent. This is all covered by ice, that is why, it is called white continent. Due to adverse climatic conditions human habitation is not possible.

Africa is the second largest continent of the world and occupies 20% land of the world. This continent is separated from Europe by the Mediterranean sea and from Asia by Red Sea, Africa is the continent through which the Equator passes half way.

1. North America lies entirely in the Northern Hemisphere.
2. The Bering Strait separates North America and Asia.
3. North America includes the second and the fourth largest countries, namely Canada and the United States of America, South America lies in the Southern Hemisphere. It is almost surrounded by ocean except the north where it is joined to North America by the Isthmus of Panama Canal.

Europe, although a small continent, is constituted by various nations. The countries range in size from Russia, the largest country in the world to the Vatican city, the smallest country in the world. Europe is the only continent which is both populous and prosperous.

## Hydrosphere

The part of the earth surface covered by water is called Hydrosphere. About two third (71%) of the earth's surface is covered by water bodies like oceans, seas, lakes and rivers.

### Oceans

Oceans are large water bodies. There are four oceans on the earth. In order of size they are – The Pacific ocean, The Atlantic Ocean, The Indian Ocean and The Arctic Ocean.

#### 1. The Pacific Ocean

It separates Asia and Australia from North America. It is the largest of all the oceans. It covers about one third of the area of the earth. This is larger than all the continents put together. The deepest trench of the world, Marina Trench is also in Pacific Ocean. The Pacific Ocean on one side extends upto North America and South America and on the other side extends upto Asia and Australia, you will understand by having a look at the map 5.2

#### 2. The Atlantic Ocean

The Atlantic Ocean, the second largest ocean is situated between the North and South America on the one side, Europe and Africa on the other side. It is the bussiest ocean in the world as most of the important sea routes pass through the Atlantic ocean. There are many important harbours on its coast line. North America and Europe makes it very important for Trade and Commerce.

#### 3. The Indian Ocean

It is the only ocean that is named after a country i.e. India. Indian Ocean is surrounded by three continents: Asia in the north, Africa in

the western and Australia on the eastern side of this ocean. In ancient time, the trade and commerce of India mainly commenced through this ocean.

#### **4. The Arctic Ocean**

It is the smallest ocean of the world. It encircled the North Pole. It lies within the Arctic Circle. A narrow stretch of water called Bering Strait connects it with the Pacific Ocean. It is bounded by Russia, Scandinavia, Greenland, Canada and Alaska. The Arctic Ocean remains covered with ice during most part of the year.

The Antarctica, the Pacific and the Indian oceans merge in the Southern Hemisphere. This vast ocean is called the Southern Ocean. This ocean surrounds the continent of Antarctica. The Southern ocean also remains covered with ice during most of the year.

Besides the oceans, there are smaller water bodies such as seas, bays and gulfs. Oceans are vast expanse of salt water covering the great part of the surface of the earth. Seas are also quite vast but they are smaller in size as compared to oceans and are almost surrounded by land. A gulf is a hollow carved out into the sea coast which lets the water reach deep inland while a bay is an inlet of the sea with a wider opening than a gulf. You must have learnt about the Arabian Sea, the Bay of Bengal and Persian gulf. Look at your atlas to find out some more such water bodies.

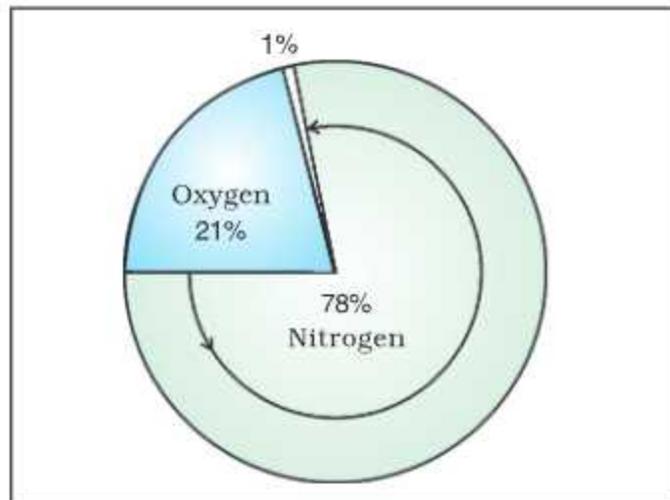
#### **Importance of Hydrosphere**

The hydrosphere comprising oceans, lakes, rivers and other water bodies, has a great importance for living beings. All these water bodies are quite necessary for the existence of life on our earth. Without water life is impossible, neither plants nor animals and human beings can survive without water. It is also a source of rain and the chief agent of cooling the atmosphere. Moreover, rivers, lakes and seas provide us lots of food in the form of fish etc. All these water bodies also help us in marine activities and promotion of trade.

#### **Atmosphere**

We breathe in air. The air surrounds the earth like a cover. The cover of air is called the atmosphere and forms one of the important realms of the earth. The atmosphere extends up to about 1600 km. above the surface of earth. However most of the air we breathe in is found close to the surface of the earth. It means that air is thicker near the surface of earth and goes thin as we move away.

This air is a mixture of a number of gases. The most important constituents of the air are nitrogen, oxygen and carbon dioxide. Nitrogen amounted to nearly 78% of the volume of the air, while oxygen makes up about 21%. The remaining 1% of air includes all the remaining gases. All the components of air are important to us.



**Fig. 5.3 Atmosphere : mixture of gases**

Oxygen is the 'life breath' as all living beings breathe in oxygen. Nitrogen helps in the growth of living organisms especially the plants. Carbon dioxide and water help plants grow. Rain and snowfall which provide most of the water to the plants come from the water vapour present in the lower layers of atmosphere.

Atmosphere plays an important role in supporting life system. It not only provides oxygen for breathing but also acts as a blanket around the earth. Presence of atmosphere around the earth keeps temperature fairly even on the earth. In the absence of the atmosphere, the days would have been extremely hot and nights extremely cold, as happens on the moon.

### **Biosphere**

The three major realms of the earth, the land, water and air come in contact in a narrow zone. This narrow contact zone is called the Biosphere. All living organisms plants and animals live in this very zone. This is also called as zone of life. The Biosphere is a unique feature of the earth. It extends slightly below the surface of land into the water and slightly above the surface into the air.

There is a great variety of organism in the Biosphere. The organisms vary in size from the smallest bacteria to the largest, the whales and the elephants. The plants also vary in size from the smallest, the fungus to the largest, the trees. Human beings are the most important occupant of the biosphere.

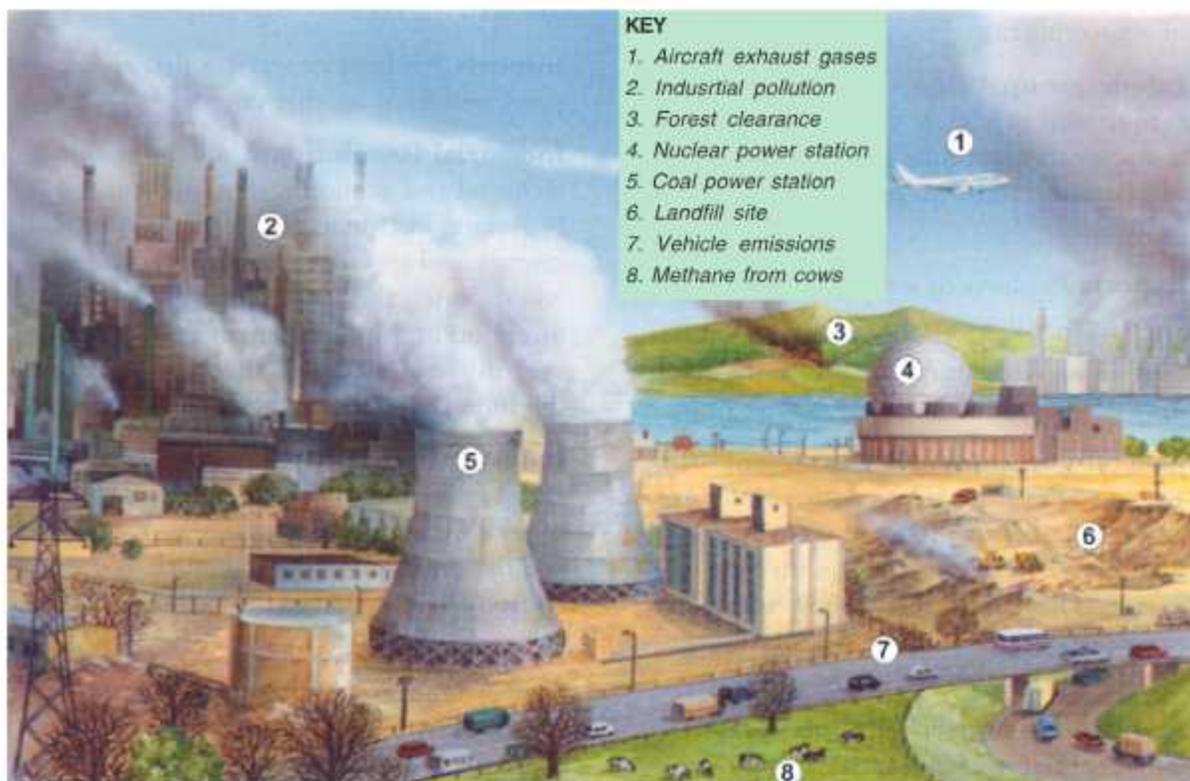
All the realms of the earth are inter-related with each other. Any change in one realm affects the other realms. For example, cutting of trees in forest increases the rate of soil erosion. This may lead to increased amount of silt in the rivers and which cause flooding of

ivers. Normally the biosphere remains in a state of balance. The new trees replace the older and the submergence of land below at one place. Thus nature maintains the law of conservation.

As for the Biosphere, all the organisms depend upon each other. The animals depend upon plants for food. They cannot get food directly from the land, water and air. Only the plants have the capacity of obtaining their food from the land, water and air. Thus any change in one component of the environment lead to changes in other components also.

**Activity :** Prepare a list of Atmospheric pollution.

Man uses the components of the biosphere. Increasing human population increases pressure on various components of the biosphere. Forests are being cut and animals have been hunted since ancient times. Some species of the plants and animals have been endangered to extinction by the man.



**Fig. 5.4 Biosphere : Increasing Pollution**

Similarly our natural resources are getting over used by us. As a result, these are going to be exhausted and at the same time their over use is resulting in polluting environment. For example the use of energy giving substances such as coal and oil releases gases like carbon dioxide and carbon monoxide. These gases are harmful to life. The increasing number of vehicles on the roads and the factories increase the amount of these gases in the atmosphere. Similarly,

many harmful products are put in water-bodies from the factories. This makes the air and water impure. Thus parts of the biosphere are getting polluted.

The purification or regeneration capacity of nature is limited. If the level of pollution becomes too high then the life supporting capacity of the biosphere will decline, we should be very careful in using the biosphere so that it is not harmed too much. Steps to be taken for this purpose are:

- (i) Checking the growth of human population is necessary to reduce the burden on the biosphere.
- (ii) A careful use of natural resources by man can help in keeping the biosphere clean.
- (iii) Man should adopt the principle of 'live and let live'. Only then we can ensure our continued survival on the earth.

#### Technical-terms to remember

Lithosphere - The realm of the earth consisting of solid crust or rocks.

Hydrosphere - The realm of the earth containing the waters collectively.

Atmosphere - The realm of the air that surrounds the earth.

#### Points to Remember

1. About 71% of Earth's surface is covered by water while 29% of it is landmass.
2. Lithosphere consists of mountains, plateaus and plains.
3. Land Mass on Earth may be further divided into seven continents namely Asia, Africa, North America, South America, Europe, Antarctica and Australia.
4. Hydrosphere of Earth may be divided into four oceans namely Pacific, Atlantic, Indian and Arctic. Water bodies situated in lithosphere and flowing water are also constituents of Hydrosphere.
5. The sphere of Air around the Earth is called Atmosphere where a mixture of various gases is found.
6. Nitrogen gas is the biggest (78%) constituent of atmosphere where as share of oxygen is 21% and 1% is other gases.
7. World of living organisms on Earth is known as biosphere.

EXERCISE
----------

**A. Answer the following questions in brief :**

1. What is Lithosphere ?
2. Name the main landforms of the earth ?
3. What is a mountain range ?
4. How the atmosphere helps the life system to live ?
5. Which land form is called table lands and why ?
6. What is the importance of Hydrosphere to man ?
7. What is meant by a continent ?
8. How many continents are there on the earth name them? Which is the largest continent ?
9. Write the name of the oceans. Also tell by which colour these ocean are represented on the Globe ?
10. What is Biosphere? Give brief explanation regarding this.
11. Being an important inmate of the Biosphere what precautionary steps to be taken by man?

**B. Fill in the blanks :**

1. \_\_\_\_\_ is the smallest continent of the world.
2. \_\_\_\_\_ is the second biggest continent.
3. Arctic ocean has encircled \_\_\_\_\_ pole.
4. Southern ocean has encircled \_\_\_\_\_ continent.
5. 2/3 of the Earth is covered by \_\_\_\_\_ .
6. \_\_\_\_\_ continent is called white continent.
7. \_\_\_\_\_ realm is affected by the three realms of the Earth.

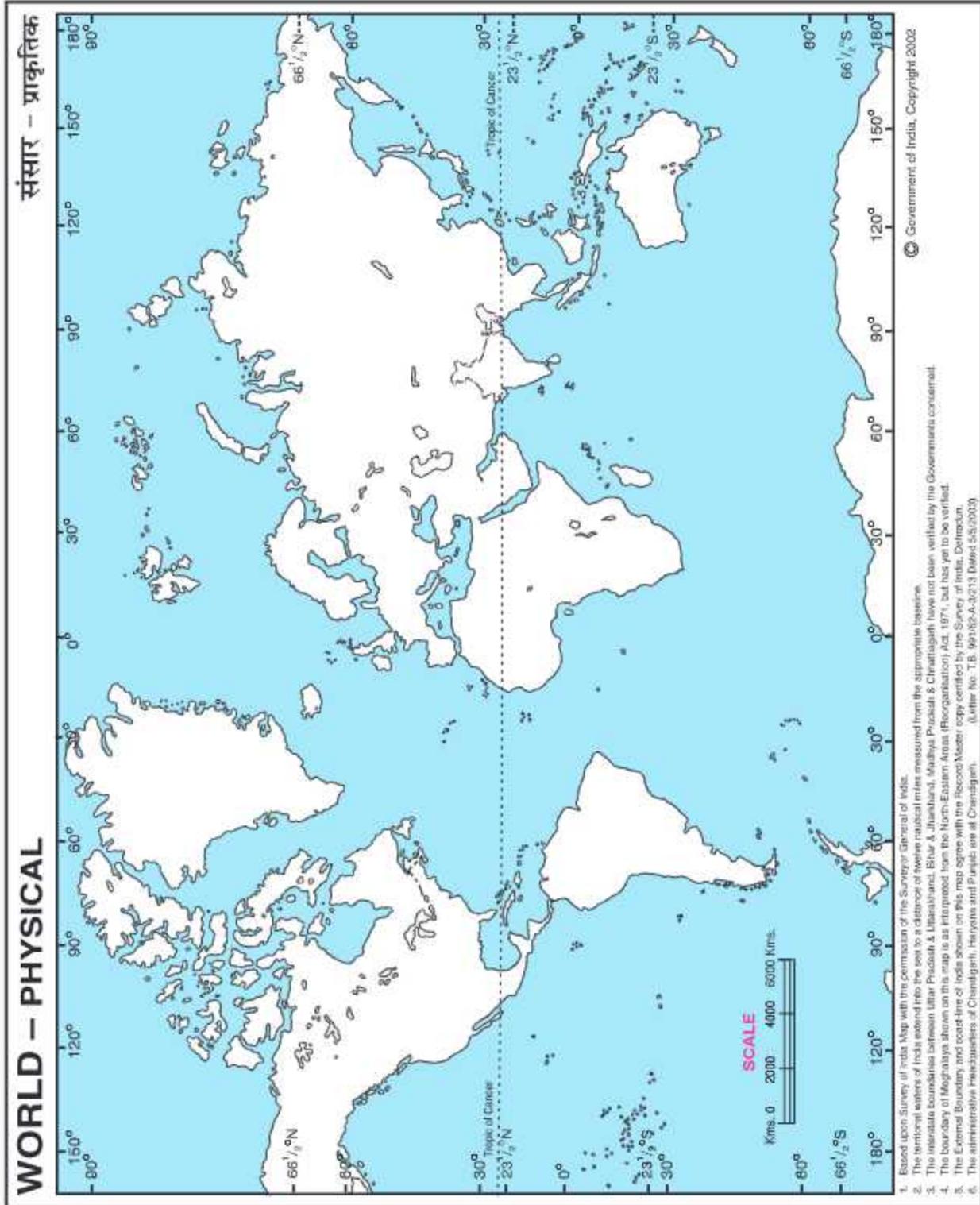
**C. Make pairs of the following :**

- |              |               |
|--------------|---------------|
| 1. Continent | a. Arctic     |
| 2. Landform  | b. Biosphere  |
| 3. Life      | c. Antarctica |
| 4. Ocean     | d. Plateau    |

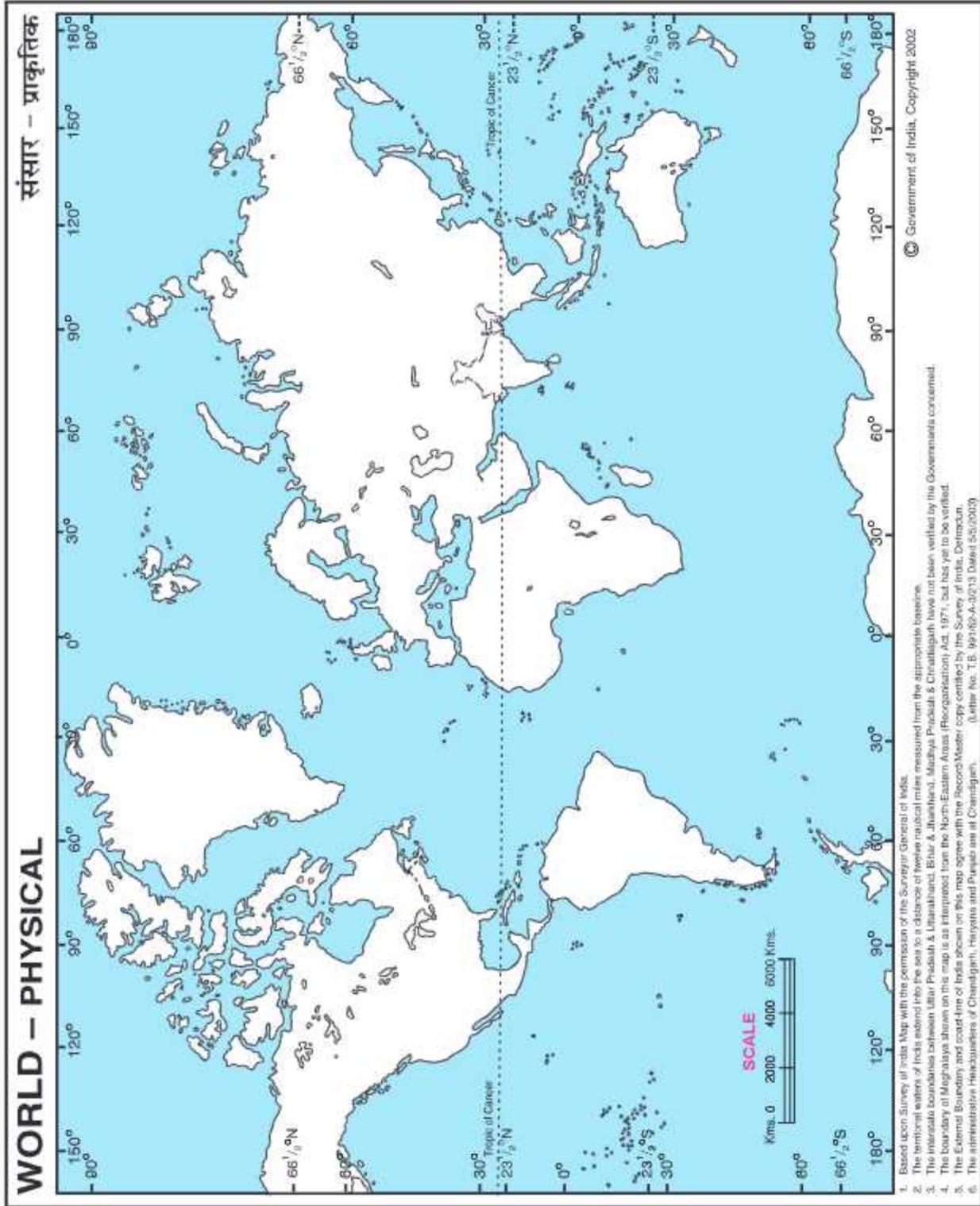
**D. Activities :**

1. Collect pictures of Mountain peaks, passes, valleys
2. Make clay models of Mountain ranges, Plateaus and Plains
3. Mark continents and oceans on a political out line map of world.





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## OUR INDIA – IN WORLD

India, our country is known as a sub continent also. It is our motherland. In our country India, there is a great physical and cultural diversity. It is the land of high mountains, long and mighty rivers. The fertile good plains, extensive plateaus with enormous minerals in their lap. The highest mountains of the world are in this country.

India, that is Bharat is the seventh largest country in the world in terms of area (32 lakh sq. km. approx.) and the second largest country in terms of population.

### Location

India may be called as tropical country because line of Cancer  $23^{\circ}30'N$  passes through it dividing the country in two equal halves. Northern part called as subtropical India and southern part as tropical India.

India extends from  $8^{\circ}4'N$  to  $37^{\circ}6'N$  latitudes. This shows that India is situated in Northern Hemisphere.

Kanyakumari is situated at the southern most tip of the mainland of India. But Indira Point is situated in the Island group of the Andaman and Nikobar, is the southern most point of Indian Territory. Ladakh is Northern most point of India. You must have read a slogan "Kashmir se Kanyakumari India is one". This great distance or length is about 3214 Kms.

Extension of India longitudinally is between  $67^{\circ}7'E$  to  $97^{\circ}25'E$ . longitudes This location of India indicate that India is an eastern country. From the eastern most state Arunachal Pradesh to the western frontier the Rann of Kuchchh is extent 2933 kms. Due to this vast distance only, when there is sunrise in Arunachal Pradesh and Gujarat has still two hours left of the night.

Due to this great longitudinal and latitudinal extent it is also called as a sub continent. Sub continent is a big and independent region, which stands out distinctly from rest of the countries of the world.

India is situated in the Southern part of Asia. India is known as peninsula because it is bordered by water on three sides. It lies at the

head of the Indian ocean with the Arabian sea to the west and the Bay of Bengal to the east. The length of coastline of the Indian mainland is about 6100 Km.

### Neighbouring countries

India shares a common border with seven nations – Pakistan, Afghanistan, China and Nepal to the North-west and North. Bhutan, Myanmar (Burma) and Bangladesh in the north east and Sri Lanka and Maldives, are the two close neighbouring islands situated towards our south. Sri Lanka is separated by the Palk Strait and the Gulf of Mannar.

### Political Set-up

The political set up or for administrative efficiency, India is divided in 28 states and 8 Union Territories. Rajasthan is the largest state and Goa the smallest state in country. Among the Union Territories, Andaman and Nikobar are the largest while Lakshadweep is the smallest in terms of area.

States and their capitals are shown in the following table and map.

**Table-6.1**

S. No	Name of State	Capital	Area (Sq. Km.)
	India	New Delhi	32,87,263
<b>(i) States</b>			
1.	Andhra Pradesh	Hyderabad/ Amravati	1,60,205
2.	Arunchal Pradesh	Itanagar	83,743
3.	Assam	Dispur	78,438
4.	Bihar	Patna	94,180
5.	Chhattisgarh	Raipur	1,35,039
6.	Goa	Panaji	3,702
7.	Gujarat	Gandhi Nagar	1,96,024
8.	Haryana	Chandigarh	44,212
9.	Himachal Pradesh	Shimla	55,673
10.	Jharkhand	Ranchi	79,614
11.	Karnataka	Bangalore (Bengaluru)	1,91,791

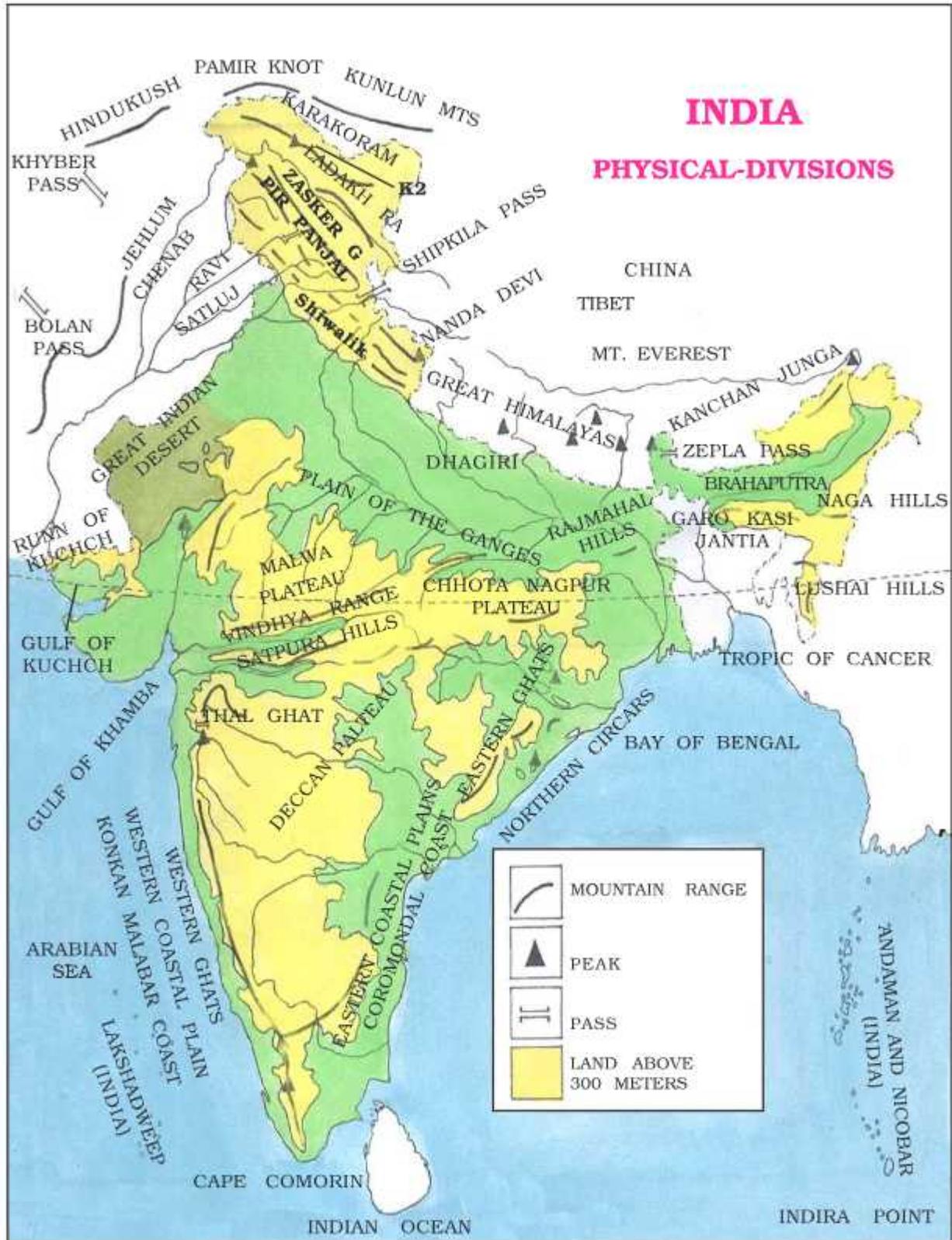
12. Kerala	Trivandrum	38,863
13. Madhya Pradesh	Bhopal	3,08,713
14. Maharashtra	Mumbai	3,07,713
15. Manipur	Imphal	22,327
16. Meghalaya	Shillong	22,492
17. Mizoram	Aizawl	21,081
18. Nagaland	Kohima	16,579
19. Orissa (Odisha)	Bhubaneswar	1,55,707
20. Punjab	Chandigarh	50,362
21. Rajasthan	Jaipur	3,42,239
22. Sikkim	Gangtok	7,096
23. Tamilnadu	Chennai	1,30,058
24. Telangana	Hyderabad	1,14,840
25. Tripura	Agartala	10,486
26. Uttaranchal	Dehradun	53,331
27. Uttar Pradesh	Lucknow	2,40,928
28. West Bengal	Kolkata	88,752

**(ii) Union Territories**

1. Andaman and Nicobar Islands	Port Blair	8,249
2. Chandigarh	Chandigarh	114
3. Dadra & Nagar Haweli and Daman & Diu	Daman	603
4. Delhi (N.C.T.)	Delhi	1,483
5. Lakshadweep	Kavarati	32
6. Pondicherry (Pudducherry)	Pondicherry (Pudducherry)	492
7. Jammu and Kashmir	Srinagar and Jammu	2,22,236 (Joint)
8. Ladakh	Leh	



Map-6.1



Map-6.2

## Relief and Physical Division of India

On the basis of the relief features, India can be divided into the following physical divisions.

1. The Great Mountains of North.
2. The Northern Plains.
3. The Peninsular Plateau.
4. The Coastal Plains.
5. The Islands

### I. The Great Mountain Range of the North

The Himalayan Mountain range borders our country in the North-east to North-west. These are the fold mountains stretching from Kashmir in the North west to Assam in the east and forms an arc. The Karakoram mountain borders the country in the north. K2 (Godwin Austin), the world's second highest peak belongs to this mountain range. The Himalayas contains some of the world's highest peaks like Mt. Everest (8848 m) in Nepal and Kanchanjunga (Sikkim) in India. The Gangotri and the Jamnotri glaciers which give birth to the Ganga and Yamuna rivers respectively are located in these ranges.

In the second range of the Himalayas(4000m–4500m), all the important hill stations such as Dalhousie, Dharamshala, Simla, Mussoorie, Nainital are situated to this range.

The third range (1000m – 1200m) is the southern-most range of the Himalayas. This range is made of loose material such as mud, silt, gravels and soft rocks and is prone to earthquakes and land slides.

Fourth range: Some valleys are found in this part. They are called Doons i.e. Dehradun.

### II. Northern Plains

This region is a vast alluvial plain stretching for about 2500 km. from west to east. In fact it is one of the largest stretch of alluvium in the world.

The Northern Indian Plains of India are constituted by the large river plains.

#### 1. The Punjab-Haryana Plains

These owe their origin to the depositional work of the Satluj, the Beas and the Ravi rivers. This uniform and flat plain is formed by the Indus and its five tributaries. Due to creation of international border between India and Pakistan in 1947, greater part of it went to Pakistan. To other side, due to the rise of surface near Delhi. Yamuna started flowing towards the east. Delhi and its surrounding area work as a water divide between Ganga and Indus river drainage system. The

interfluves formed on the basis of river boundaries can be divided into four sub divisions.

- (a) Area between the Ravi and the Beas is known as Bari Doab, or the Majha plains in Punjab.
- (b) Area between the Beas and the Satluj is called Bist Doab or the Doaba plain in Punjab.
- (c) Plain area spreading from Satluj to Ghaggar river is Malwa Plain in Punjab.
- (d) River Ghaggar to the Yamuna is known as Plain of Haryana

## 2. The Thar Desert Plain

The drier and the flat area extending from the southern parts of Punjab and Haryana to the Rann of Kuchchh of Gujarat is known as the Thar Desert. The Aravali mountain ranges from its eastern boundary. Due to the scarcity of rain whole of the region has become sand-duned. In the Barmer District, sand dunes are 50 to 100 metres high. In whole of this dry region the action of wind is very fast. Westward along the Aravallies, there are fertile plains called Rohi. There are many salt lakes like Samber lake.

## 3. The Ganga Plain

This plain is spread over the states of Uttar Pradesh, Bihar, extending from Yamuna in the west, the international boundary of Bangladesh in east, Shivalik in the north. This vast and fertile plain is important from the historical, agricultural and densely populated point of view. The main rivers are Ganga, the Yamuna, the Ramganga, the Chambal, the Betwa, the Kali and the Pandu are rivers that contributed to the formation of this plain.

## 4. The Brahmaputra Plains

These plains are also called the Assam plains. The Brahmaputra, Sesari, Dibang and the Lohit are rivers of this plain.

## III. Peninsular Plateau Region

This Plateau region stretches to the south of the Great Northern Plains and is a triangular ancient tabular block which has its apex in the south at Cape Comorin. Its base areas are adjoined by the Indian ocean towards south. The Bay of Bengal to the east and the Arabian Sea towards west. Surrounded by sea from three sides, this land block is also known as Peninsula.

It is further divided into two:

- (i) The Malwa Plateau
  - (ii) The Deccan Plateau
- (i) **The Malwa Plateau:** Bounded by the Aravali mountains in the west, Chhota Nagpur, Raj Mahal Hills to the Shillong Plateau in the east, Satpura hills in South. This is also Triangular in Shape.

- (ii) **The Deccan Plateau:** This plateau was formed due to the continuous flow of Lava. It covers an area of 7 lakh sq. km. and slopes from northwest to the South east. Its average height from sea level is 300 to 900 metres. Seasonal rivers had badly dissected its surface and has divided it into a number of clearly demarcated physical units like western ghats in the west and the eastern ghats in the east.

#### IV. The Coastal Plains

The Deccan Plateau is surrounded on three sides by long, low lying plains, running along the coast from Kuchchh area of Gujarat through Cape Comorin to the Mahanadi Delta. Coastal Plains are very different as compared to the eastern plains. The western plains are less wide, more humid. On the basis of the situation, the coastal plains are divided into two:

- (i) **The Eastern Coastal Plain:** This coastal plain have the Bay of Bengal to its east and eastern ghats to its west. As compared to the western plain this is more wider, higher and arid, is formed of deltaic alluvial and have big lagoons.
- (ii) **The Western Coastal Plain:** This is a narrow plain as compared to Eastern Plain to western coastal plains extends from Gujarat to Kerala.

#### V. The Indian Islands

Besides the main land, Indian Republic has its control over the islands in the sea. India has almost a total of 267 islands on the basis of their location. Indian Islands are divided into two main sub divisions: -

- (i) Offshore Islands
- (ii) Onshore Islands

- (i) **Offshore Island** group is further divided into two groups:

(a) **The Island group of Arabian Sea :**

Formed with the deposit of Coral reefs in south eastern Arabian Sea these islands are known as Lakshadweep. These are 25 in number and the whole group has three major parts. The northern part are named as Amindivi, the middle as Laccadive and the southern as Minicoy.

(b) **The Island group of Bay of Bengal :**

Some of these islands are made up by the volcanic eruption and some are the raised parts of the peaks of sub-merged hill. These islands also have three main parts

- (i) Andaman Island Group
- (ii) Nikobar
- (iii) Other adjoining Islands

There are about 120 islands in Andaman group of islands. Indira Point island of Nikobar is the southern most point of India.

**(ii) Onshore Islands:**

In these islands near the Delta of Ganges, short-wheeler, New moor, etc. islands are found. Some islands are found near the coast of Tamil Nadu. Diu like big islands are situated near the coast of Gujarat. In Khambat and Runn of Kuchch, we can find islands of different sizes.

**Points to Remember**

1. India is 7th biggest nation in the world as far area is concerned whereas from population point it stands second only.
2. Latitudinal extent of India from  $8^{\circ}.4' N$  to  $37^{\circ}.6' N$  falls around 3214 kms.
3. Longitudinal extent of India from  $68^{\circ}.7' E$  to  $97^{\circ}.25'E$  comes close to 2933 kms.
4. International Boundaries of 7 countries touch India while our nation has nearly 6100 kms. long coastline.
5. India is divided in 28 provinces and 8 union territories on political and administrative bases.
6. On physical account, India may be divided in five parts namely Great Mountains of North, Northern plains, Peninsular plateau, Coastal plains and Off shore islands.

**EXERCISES**

**A. Give in brief the answer to the following questions :**

1. Which Latitude divides India into two parts? Name the two parts?
2. Name the neighbouring countries of India.
3. Write down the Latitudinal and Longitudinal location of India.
4. In how many states and Union Territories India is divided from administrative point of view?
5. Write down the name of the three sea or ocean that engulfed Indian Peninsula.

**B. Fill in the Blanks in the following :**

1. \_\_\_\_\_ state is the largest state of India.
2. \_\_\_\_\_ is the smallest state of India.
3. Indira Point is the \_\_\_\_\_ point of India.
4. From Kashmir to \_\_\_\_\_ India is one.
5. Arunachal Pradesh is in \_\_\_\_\_ part of India.

**C. Make proper pair :**

- |                        |  |
|------------------------|--|
| 1. Andaman and Nikobar | a. Our Eastern neighbours              |
| 2. Sri Lanka           | b. Northern neighbours                 |
| 3. Myanmar             | c. Indian Island group                 |
| 4. Afghanistan         | d. Connected through oceanic boundary. |

**D. Activities :**

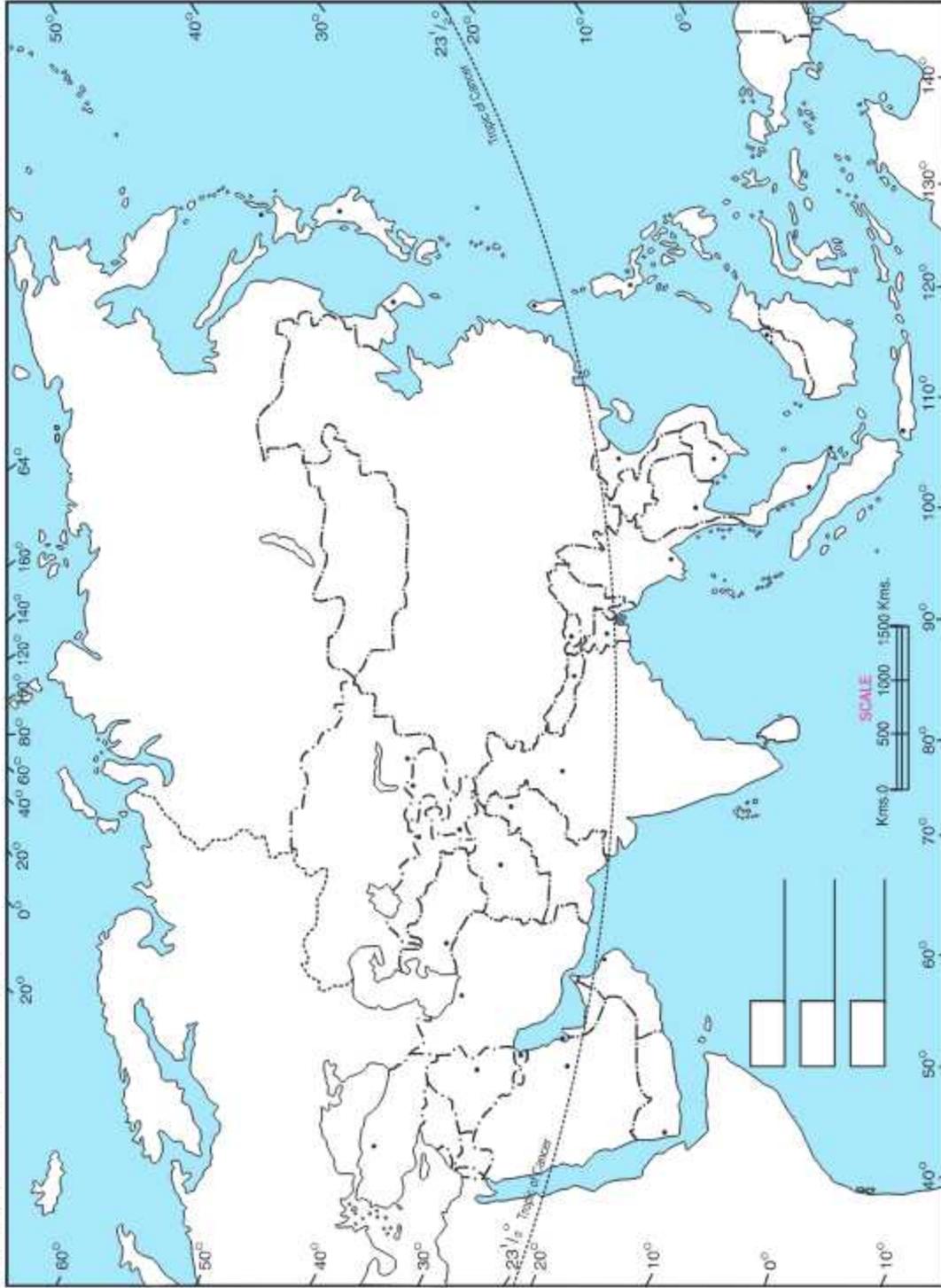
In the guidance of your teacher, fill up the following maps:

1. Two main major port cities which are capital cities also.
2. Name three capital cities that are located fairly close to the tropic of cancer
3. Study the Administrative map of India and name the states and Union Territories of India.
4. Mark India and its neighbouring nations in an outline map of the world.
5. What is Tsunami and which region of India was affected by its waves the most ?



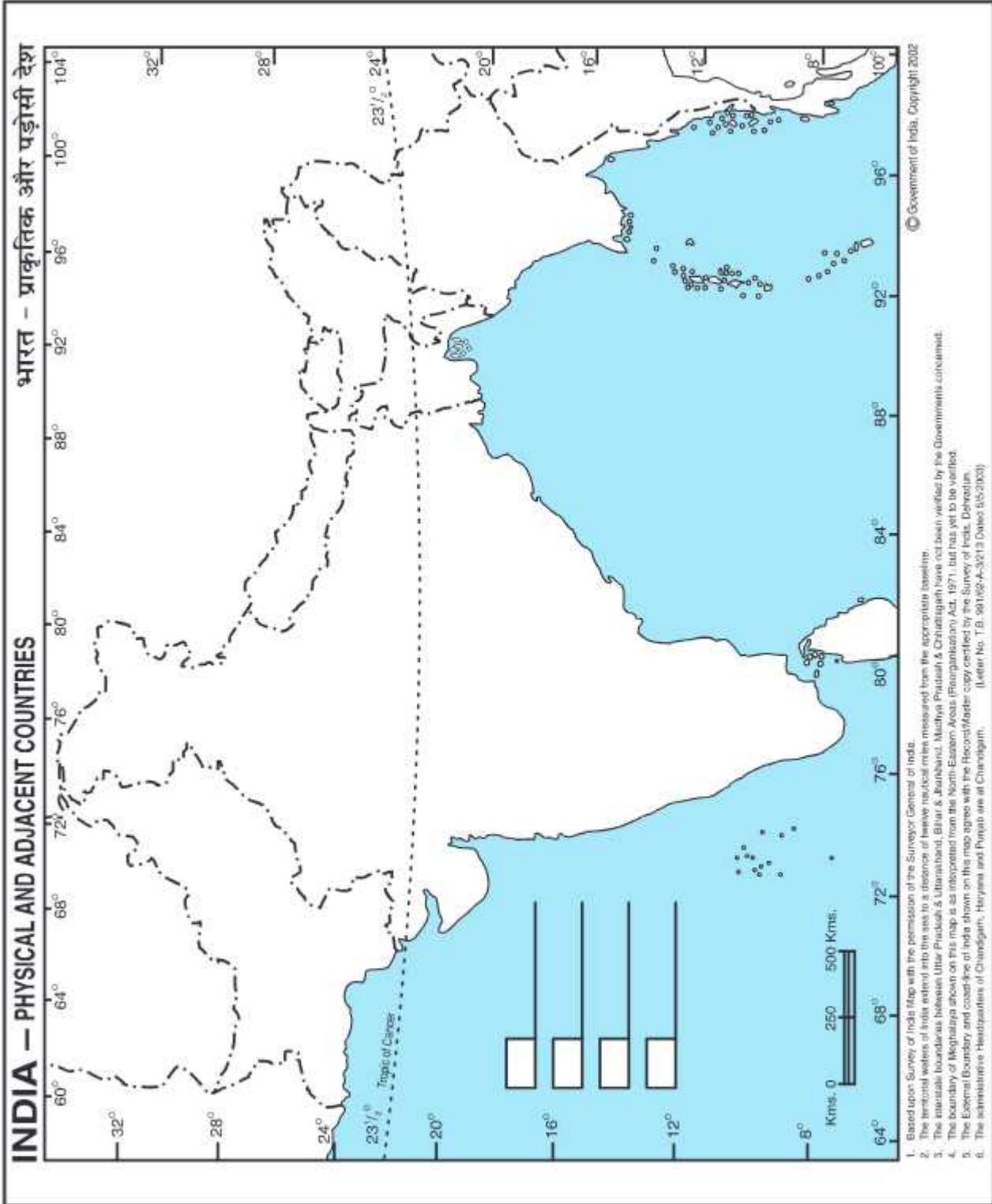
एशिया - राजनैतिक

ASIA-POLITICAL



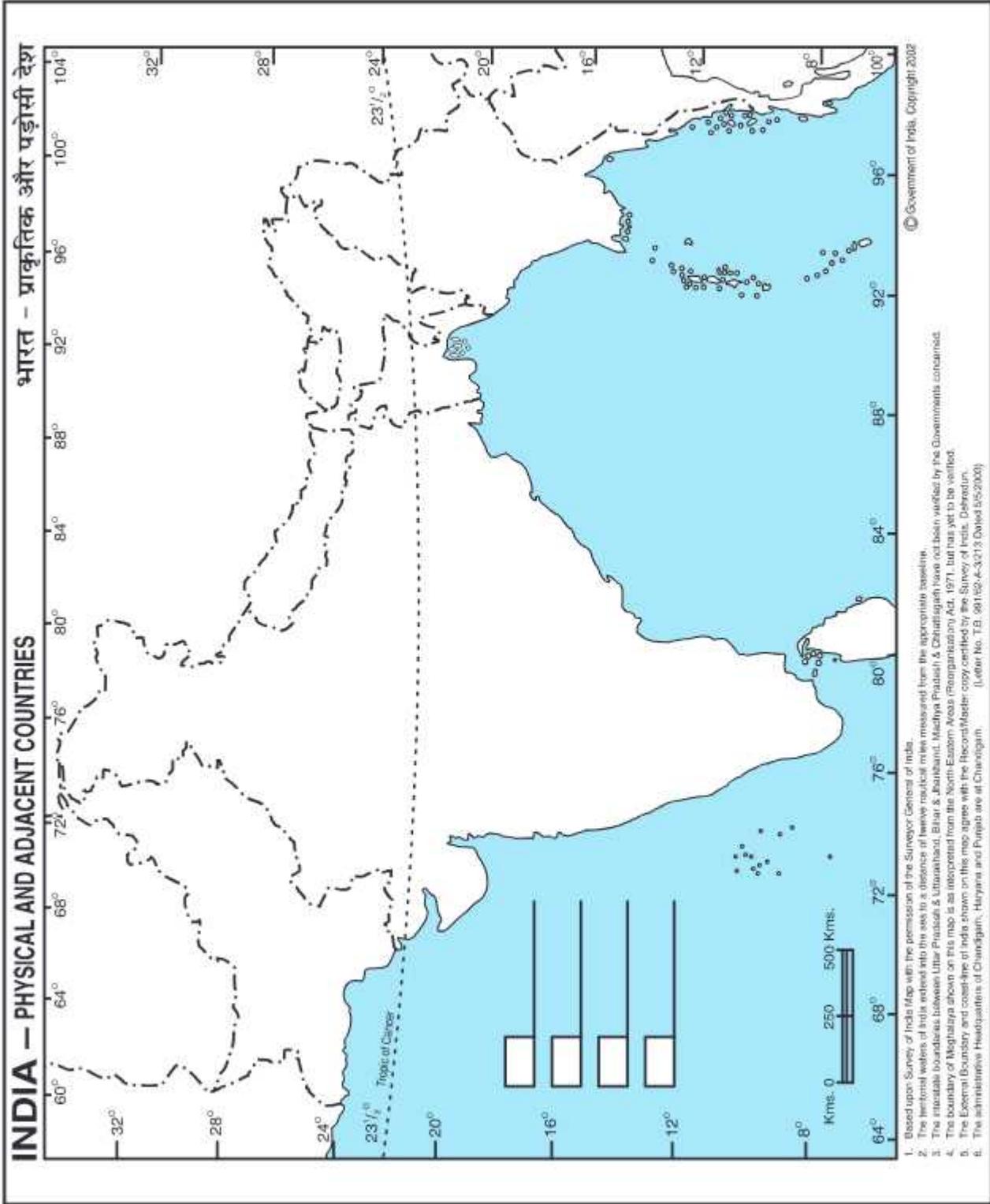
- Based upon Survey of India map with the permission of the Surveyor General of India.
- The territorial waters of India extend into the sea to a distance of twelve nautical miles measured from the appropriate base line.
- The external boundaries and coastlines of India agree with the Record/Master Copy certified by Survey of India, Dehradun, vide their Letter No. T.B.-1827/62-A-3/A-3 Dated 27.06.2002.

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1. Based upon Survey of India Map with the permission of the Surveyor General of India.
2. The territorial waters of India extend into the sea to a distance of twelve nautical miles measured from the appropriate baseline.
3. The maritime boundaries between Uttar Pradesh & Uttaranchal, Bihar & Jharkhand, Madhya Pradesh & Chhattisgarh have not been verified by the Government of India.
4. The boundary of Meghalaya shown on this map is as informed from the North Eastern Areas (Reorganisation) Act, 1971, but has yet to be verified.
5. The External boundary, and coast line of India shown on this map agree with the Record/Master copy certified by the Survey of India, Dehradun. (Letter No. T.B. 99/169-A-32/13 Dated 05/02/00)
6. The administrative Headquarters of Chandigarh, Jammu and Punjab are at Chandigarh.

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1. Based upon Survey of India Map with the permission of the Surveyor General of India.
2. The horizontal wavy lines of India extend into the sea to a distance of twelve nautical miles measured from the appropriate baseline.
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## UNIT - II



## HISTORY

People and Society in the Ancient Period

## STUDY OF ANCIENT HISTORY-SOURCES

In the previous unit we have studied various aspects of geographical features of the Earth and we came to know about planets and why their knowledge is important for us. In this unit we shall study about the history of ancient times. History is the study of past. It tells us how man lived from the beginning and how our civilizations developed with the passage of time.

### 1. Pre-history and History

The long period of man's life is divided into two periods - Pre-history and history.

**Pre-history** : The Period for which we have not written records is called **Pre-history**.

**History** : That Period of time for which we have written records is known as **history**. According to Gregorian calendar, history is divided into Before Christ - B.C. and Anno Domini A.D. The period before the birth of Christ is called B.C. and after the birth is called A.D. The written records provide details such as dates, names of people and places etc. But you may like to know why should we study something that does not exist any more. You may even think that it is irrelevant and useless, but it is not so. It is well said that history is the study of past for a better future. If we want to build a strong and ideal society in the times to come and if we want to achieve further development, we must learn how we have reached the present state. In the beginning the man lived in caves like animals and ate whatever grew on trees in natural way and raw meat by killing animals. Gradually he learnt to build houses, grow food through agriculture, lit fire and cook food, the use of transport to travel and many more things that we see around us today. It took him millions of years to reach the present state. The story of man's development is not only interesting but also edu.

Where did the man live in the ancient period?

History is a written record of the past events. The persons who write history are said to be historians. The word '**history**' comes from **historia**, a Greek word meaning '**knowledge of Past**'. Historians not only describe events but also try to explain its reason of happening. **Herodotus** who first wrote history, is known as the '**Father of History**'.

## 2. Sources of History

The second question that you may ask is as to how do we know about what happened thousands of years ago. The man leaves behind him, knowingly or unknowingly, several clues that help us reconstruct the story of mankind. They are called sources of information for history. For example books are written about several things that exist around us or the important people, discoveries, sciences and so on. Then there are old things, material remains of the past that also help us to learn about old times.

The written books are known as the literary sources and the material remains are known as the archaeological sources.

### 2.1 Literary Sources

The important literary sources are the religious books like the **Vedas**, **Brahmanas** and **Aranyakas**, **Upanishads**, **Sutras**, the Epics – the **Ramayana** and the **Mahabharata** and the **Puranas**. The Buddhists and Jains also wrote many books. Besides telling us about the religion these works also throw light on the events and society of the time when they were written. There are books written about the rules and regulations of ancient times called the **Dharmasastras** like the Manusmriti as also on the state administration like the **Arthashastra** written by **Kautilya**. Then there are dramas written by scholars like Bhasa, Kalidasa and many others. The art of story telling originated in India. Many books on fables were written. There were scientists like Aryabhata and Varahamihira who wrote about their discoveries. Their books tell us that Indians were very advanced in the knowledge of science and mathematics in ancient times as compared to other countries.

The two epics of great importance in the Vedic period were the Ramayana and the Mahabharata. It is said that Ramayana was composed by Rishi Valmiki. It contains about 24000 shlokas. The Mahabharata is a gigantic mass of compositions by diverse authors extending over many centuries. According to a general view it was written by Rishi Ved Vyas. It was arranged in eighteen chapters. It contains more than one lakh shlokas.

## 2.2 Archaeological Sources

The archaeological sources include old buildings, pottery, things of every day use, coins and inscriptions. Archaeologist discover many of these remains by digging at the sites of ancient cities and towns. You shall learn about the cities of the Indus and other civilization in the next chapters. There we shall tell you how these cities are discovered and how they tell us the story of the past. Pottery of various periods of time is different from each other that tells us about the living style of the people of that time.

**Archaeologist:**  
A person who studies the archaeological sources is called an archaeologist.

Did the archaeologists get the remains of clothes?

### (a) Ancient Coins

In the past, coins were made of lead, copper, bronze, silver and gold etc. Sometimes old coins are also found. They have portraits of kings on them and many other things like the pictures of animals, religious symbols, sometimes dates besides the names of the issuers. All this information helps us to learn about the kings, their dynasties and religious beliefs of the past. Coins are primarily used for sale and purchase of things. As such they tell us about the economic life of the people who used them.

The study of coins is known as numismatology.

Do you know of which metals are used to make coins?

### (b) Monuments

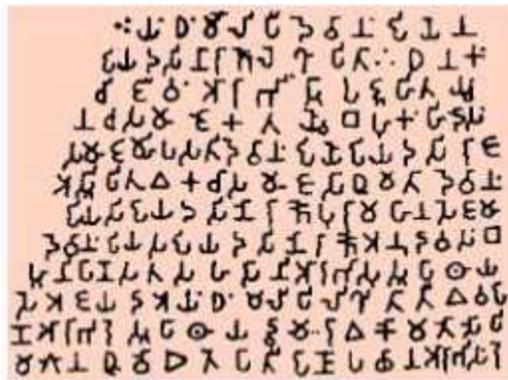
A study of monuments Provides valuable historical information. In different parts of our country, we can see pillars, forts and palaces built hundreds of years ago. They are called Monuments. The **Sanchi Stupa**, the **Ashoka Pillars**, and remains of Nalanda University are some of the ancient Indian monuments.



Sanchi Stupa

### (c) Inscriptions

Inscriptions written on stone-pillars, rocks, copper-plates, clay tablets and walls of temples form a very important source of history. The study of inscriptions is called **epigraphy**. They record important events of the time when they were written. For example the famous king Ashoka got his message of welfare for all human beings engraved on rocks and very big stone-pillars and put them all over the country



Inscriptions of Ashoka

so that people could read them and follow his ideas. Some kings like Samudragupta, Skandagupta and others got their achievements engraved on stone pillars. Copper-plates were used to record the sale items or the purchase or donation of land in ancient times. As such they form official records and tell us how land was sold or purchased. The role of government in such things also becomes clear from these records. With the help of all these sources of information we can reconstruct the correct picture of the past.

Can you tell the merits of engraved inscriptions on the hard layer? Which problems were faced while doing this?

#### Points to Remember

1. History is the study of past.
2. History tells us how man lived from the beginning and how our civilizations developed with passage of time.
3. The period for which we have no written records is called "Pre-history". The period for which we have written records is called "History".
4. History is the study of past for a better future.
5. The persons who write history are known as "Historians".
6. We collect information about the past from the study of-Archaeology, ancient coins, manuscripts, inscriptions etc.

#### EXERCISE

##### A. Answer the following questions :

1. What is difference between Pre-history period and History period ?
2. Name the works which are included in the Vedic Literature.
3. How do the inscriptions help us to know about history?
4. What is meant by the archaeological sources of history?
5. Write a short note on literary sources of history.
6. What information do we get by studying monuments?

**B. Fill in the blanks :**

1. History is the study of .....
2. History is the study for better .....
3. .... named book was written by Kautilya.
4. Books, literary sources, ancient ruins and things are called ..... sources.

**C. Match the columns :**

- |                 |              |
|-----------------|--------------|
| 1. Aryabhata    | a. Epic      |
| 2. Ramayana     | b. Veda      |
| 3. Samaveda     | c. Kautilya  |
| 4. Arthashastra | d. scientist |

**D. Write 'true' or 'false' in the brackets given after each statement :**

1. Manusmriti is a work on Dharmashastra. ( )
2. Aranyakas are not part of the Vedic literature. ( )
3. Coins are not a source of history. ( )
4. Ashoka got his message engraved on stone pillars. ( )

**E. Activities :**

1. Visit a museum and prepare a list of things which you think can be sources of ancient history.



**EARLY MAN : THE STONE AGE**

The period about in which no written history is found is known as pre-historic era. It is long period and may be divided in three part. :

- (1) **Old Stone Age**
- (2) **Mid Stone Age**
- (3) **New Stone Age**

### **1. Old Stone Age (3.5 lakh years to 11,000 years back)**

The first signs of life on the earth were probably micro aquatic creatures that developed to the animal life comprising gigantic animals like the Dinosaurs. The man came on the earth very late, about four million years ago. At that time the man was not much different from the other animals as far as his living habits were concerned. It took him thousands of years to learn about the basic requirements of life. The early man survived on whatever he could get through nature. He ate fruits and berries that grew wild, caught fish and hunted animals. Since he did not know about fire, he ate raw meat. In order to protect himself from the wild animals, he moved in groups and at night he took shelter on trees or in caves and rock-shelters. The life of early human being was like the life of animals. He wandered here and there in search of food.

The only cloths he wore were unstitched pieces of animal skins, leaves or bark of trees that saved him from extreme cold and heat. Otherwise he went about naked. He used stones and branches of trees to kill animals. We call the man of this age as hunter-gatherer. He made weapons and other implements of stone for his use. They



**Fig. 8.1** Early man

consisted of crude axes, cleavers, spears, choppers, scrapers, etc. and were used for hunting. Sometimes these tools were made of bone or wood also.

Which things were used by the early man for covering his body?

The period of man's story is known as the **Old Stone Age**. The Old Stone Age is also called **Paleolithic period**. Paleolithic is made of two Greek words (Palaeo means old and lithic means stone) that mean 'old stone.'

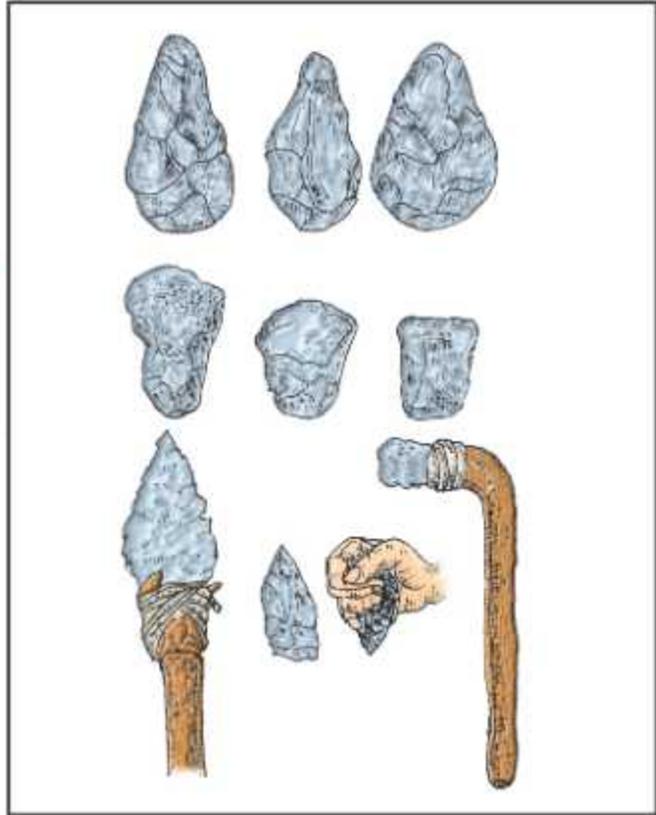


Fig. 8.2 Tools of the old stone age

## 2. Middle Stone Age (approx 10 thousand years back)

The period of Old Stone Age was followed by the **Middle Stone Age**, the Period called **Mesolithic period** (Meso means Middle). There was a slight improvement in the life style of man during this period. Man learnt several new things during this period and improved upon the older ones.

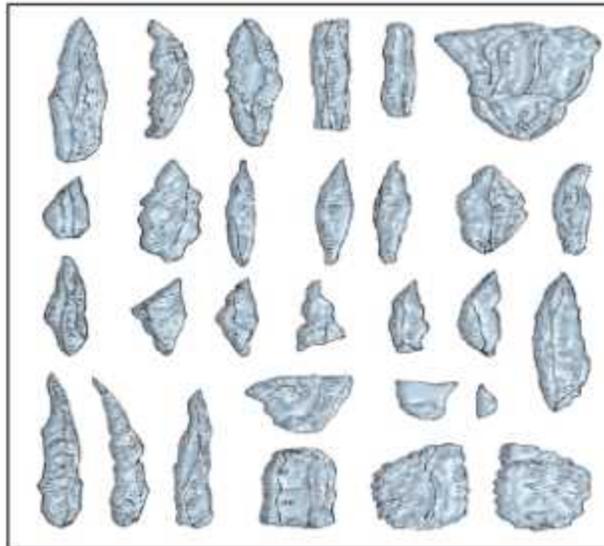


Fig. 8.3 Tools of the middle stone age

For example, in place of crude pieces of broken stones he started making stone-weapons like axes, spears, cleavers that were pointed and chiseled. He tied them to long sticks of wood to make them more effective.

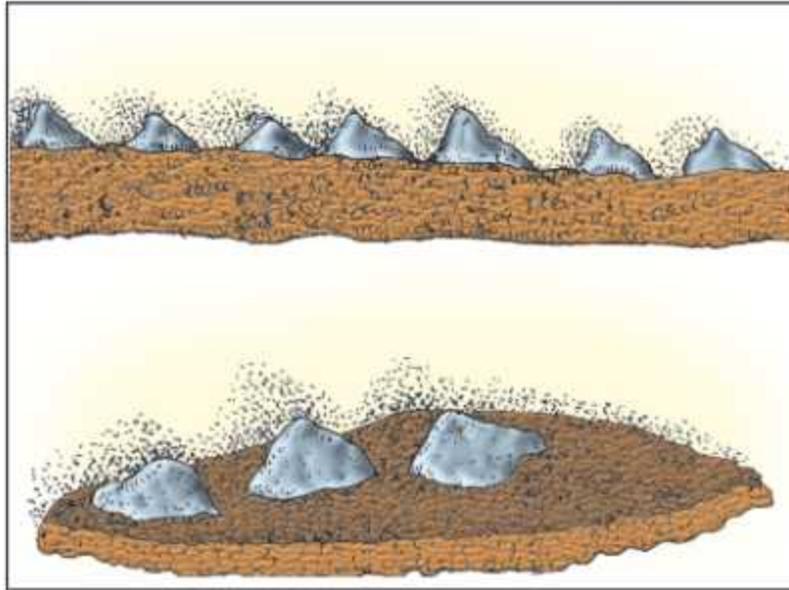


Fig. 8.4 Tools of the middle stone age was used with the handle made of wood or bones

He also learnt that certain types of food-grains could be stored for a long time and started gathering them for use at a later time. Besides the caves and rock-shelters man gradually learnt to make small huts of reed, wood and leaves. This was perhaps the beginning of settled life and also of villages.

Why did the early man start storing food-grains?

## 2.1 The discovery of fire

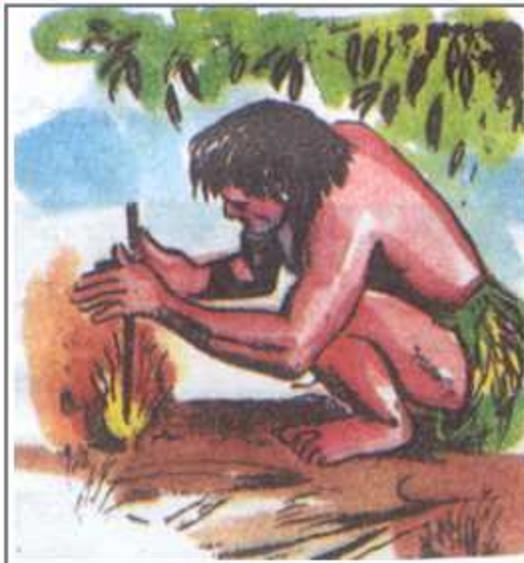


Fig. 8.5 Discovery of fire

One of the great steps in the advancement of man was the discovery of fire. The grinding of two stones perhaps accidentally lighted some fire.

This taught him how to lit fire and he must have started cooking his food. The fire also kept him warm during the cold season and protected him from the wild animals.

For which purposes do we use the fire nowadays?

## 2.2 The wheels

Carrying a round object from one place to another by rolling it, is much easier than carrying a cubical object or dragging it. Man must have learnt it by rolling logs of wood and also used it to carry other objects with its help. Probably the use of solid logs as wheels was the first mechanical device invented by man and that made the advancement quicker and easier.

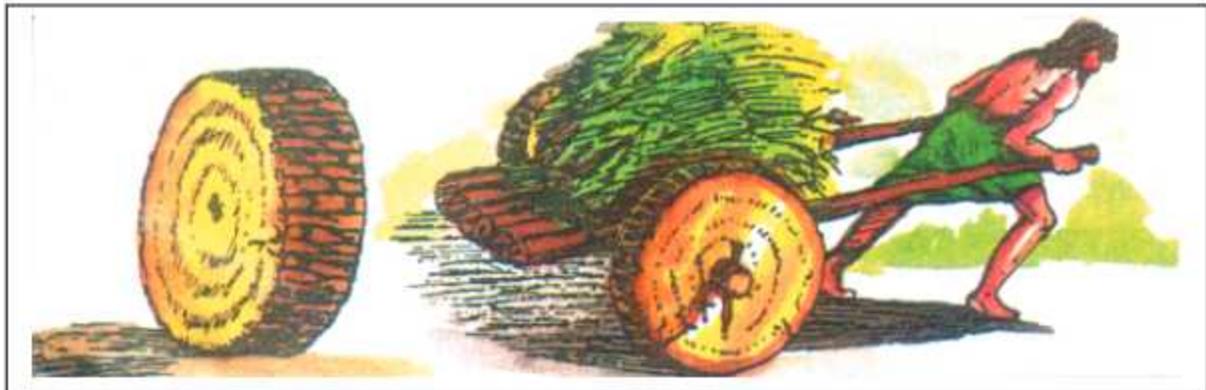


Fig. 8.6 Invention of Wheel

The first plants to be grown by man were those that grew naturally in an area. Wheat and other grains grew wild in the near east. In India, South-East Asia and China, rice was cultivated by 5,000 B.C. and soon it became the main crop.

## 3. New Stone Age (approx 8 thousand years back)

### 3.1 Man as producer

Man noticed that the grains that were thrown on the ground grew into new plants and produced more grains. He slowly learnt as to when the seeds should be put into the soil for quick and better growth, how to soften the ground and other such things. This was the beginning of agriculture and also the civilized way of man's life. By this time the third and the last phase of Stone Age has started. It is called the **New Stone Age** or the **Neolithic period** (Neo means new).

Man was now living in huts, growing and cooking food. His implements had also become more refined. His tools were sharp and lighter in weight that made them more effective. In the new Stone Age

the man also learnt to make vessels of clay to store his food and also to cook. In the beginning these vessels were hand made and dried in the sun but later on man also learnt the art of wheel-turned and baked vessels.

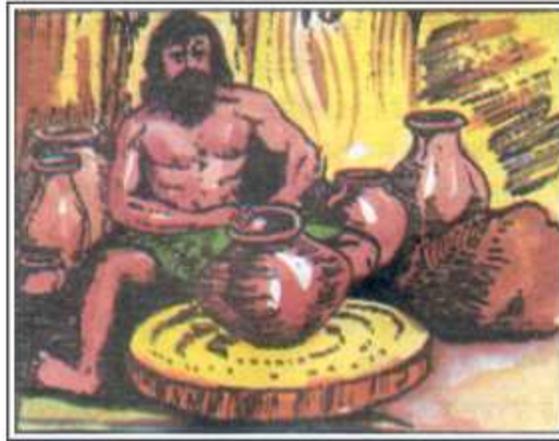


Fig. 8.7 Early man making pottery

### 3.2 Man as Artist

Much before man learnt to grow and cook food or to make vessels he learnt to express his artistic instincts by drawing figures on the walls of caves and rock-shelters where he lived. This was perhaps the first interior decoration in the world. He drew the figures of animals, human beings and hunting scenes with help of pigments and pointed stones. Many times they are only line drawings but in some cases some coloured pigments are also used to fill in the figures. These rock-drawings have been discovered at several places in India and other parts of the world. One such place in India is Bhimbaitaka near Bhopal in Madhya Pradesh.

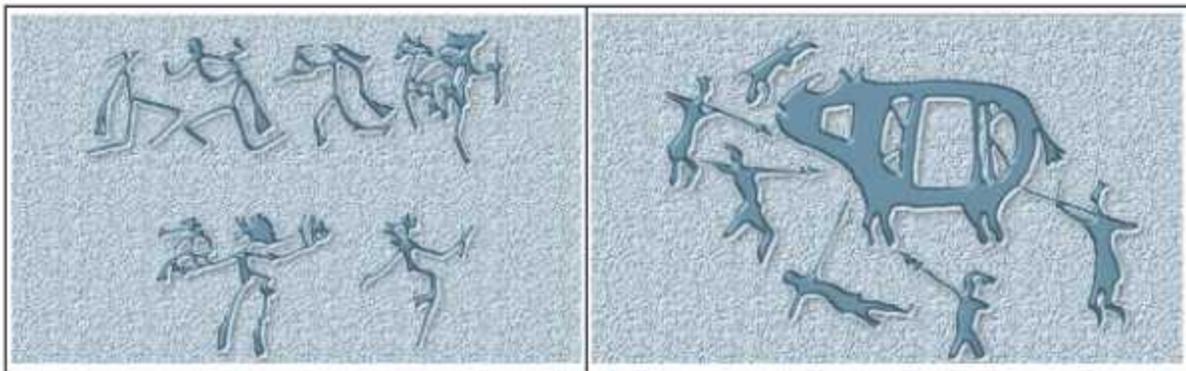


Fig. 8.8 A rock drawing at Bhimbaitaka in Madhya Pradesh of Middle Stone Age

Besides these paintings, the man also learnt to make beads of various semi-precious stones, terracotta, ivory, etc. and used them as jewellery. You can call it the beginning of fashion that was also due to the artistic instincts of the man. By this time the civilized life had come into existence.

### Points to Remember

1. Early man was not much different from other animals. He moved from one place to another in search of food. He used crude stone implements and this period of man's history is known as the "Old Stone Age".
2. Man learnt making stone weapons in place of crude pieces of broken stones in the Middle Stone Age.
3. Man learnt how to lit fire and cooking his food.
4. Early man started drawing desingn in the caves.
5. The life of man changed with the discovery of wheel and agriculture.

### EXERCISES

#### A. Answer the following questions :

1. What do you know about the old Stone Age?
2. Write five important characterstics about the Neolithic Age.
3. What do you know about the Mesolithic Age?
4. How did the invention of wheel help man?
5. Write a note on cave paintings?

#### B. Match the columns :

- |                    |                     |
|--------------------|---------------------|
| 1. Paleolithic Age | a. cave man         |
| 2. Mesolithic Age  | b. cave paintings   |
| 3. Bhimbaithaka    | c. Old Stone Age    |
| 4. Hunter-Gatherer | d. Middle stone Age |

#### C. Write 'true' or 'false' in the brackets given after each statement :

1. Man ploughed field for agriculture in Old Stone Age. ( )
2. Cave paintings of stone age are found at many places. ( )
3. Neolithic period means modern times. ( )

#### D. Activities :

1. Visit a museum and see the implements used by early man.
2. Cut out diagrams of early man's tools from an old history book and paste them in your scrapbook/Notebook.
3. Imagine the daily life of an early women. (Her routine activities). Now discuss with your mother and grandmother about their routine activities which they perform on daily basis. Prepare a comparative story by keeping in mind these given hints. (Waking up early morning, growing crops, raising children, clothes, making tools, bread winner.)



Lesson

9

## THE HARAPPAN CIVILIZATION (3000 B.C. TO 1900 B.C.)

About seven thousand years ago there arose a great urban civilization in the north-western part of the Indian subcontinent. Roughly covering the area between the rivers Indus and the ancient Sarasvati (modern Ghaggar river) it included present day Pakistan, Punjab, Haryana, Rajasthan, Gujarat and some portions of western U.P. and southern Afghanistan. This was the biggest amongst the ancient civilizations as far as the area covered is concerned. It was about twenty times bigger than the Egyptian civilization.

The earliest civilizations all over the world, grew along the banks of rivers because these river valleys were very fertile. The inhabitants could get regular supply of water. Rivers also helped as a means of transport. Men could move about freely from one place to another and also move their goods to long distances.

The four main centres of the world's earliest civilizations were:

1. The Valley of river Nile (Egypt)
2. The Valley of rivers Tigris and Euphrates (Mesopotamian)
3. The Valley of river Indus (Indus Valley)
4. The Valley of rivers Hwang-Ho and Yangtse Kiang (China).

Known by several names such as the Indus Valley Civilization, Indus-Sarasvati Civilization and the Harappan Civilization, it reached the height of development around 3000 B.C. For about one thousand years it was a flourishing civilization. With the drying up of the river Sarasvati in 1900 B.C. its decline started when people seem to have migrated to the Gangetic plains of Northern India.

This civilization came to light with the discovery of Harappa located in the Montgomery District of Punjab and Mohenjodaro in the Larkana District of Sind in Pakistan in 1921-22. Afterwards many more cities like Chahnudaro in Sind, Kalibangan in Rajasthan, Mitathal, Banawali, Kunal and Rakhigarhi in Haryana, Lothal, Rangpur and Dholavira in Gujarat were also discovered. In Punjab, Sanghol (Ludhiana), Bara, Kotla Nihang Khan near Ropar (Roopnagar) and Rohira (Sangrur) have yielded important remains of this civilization.

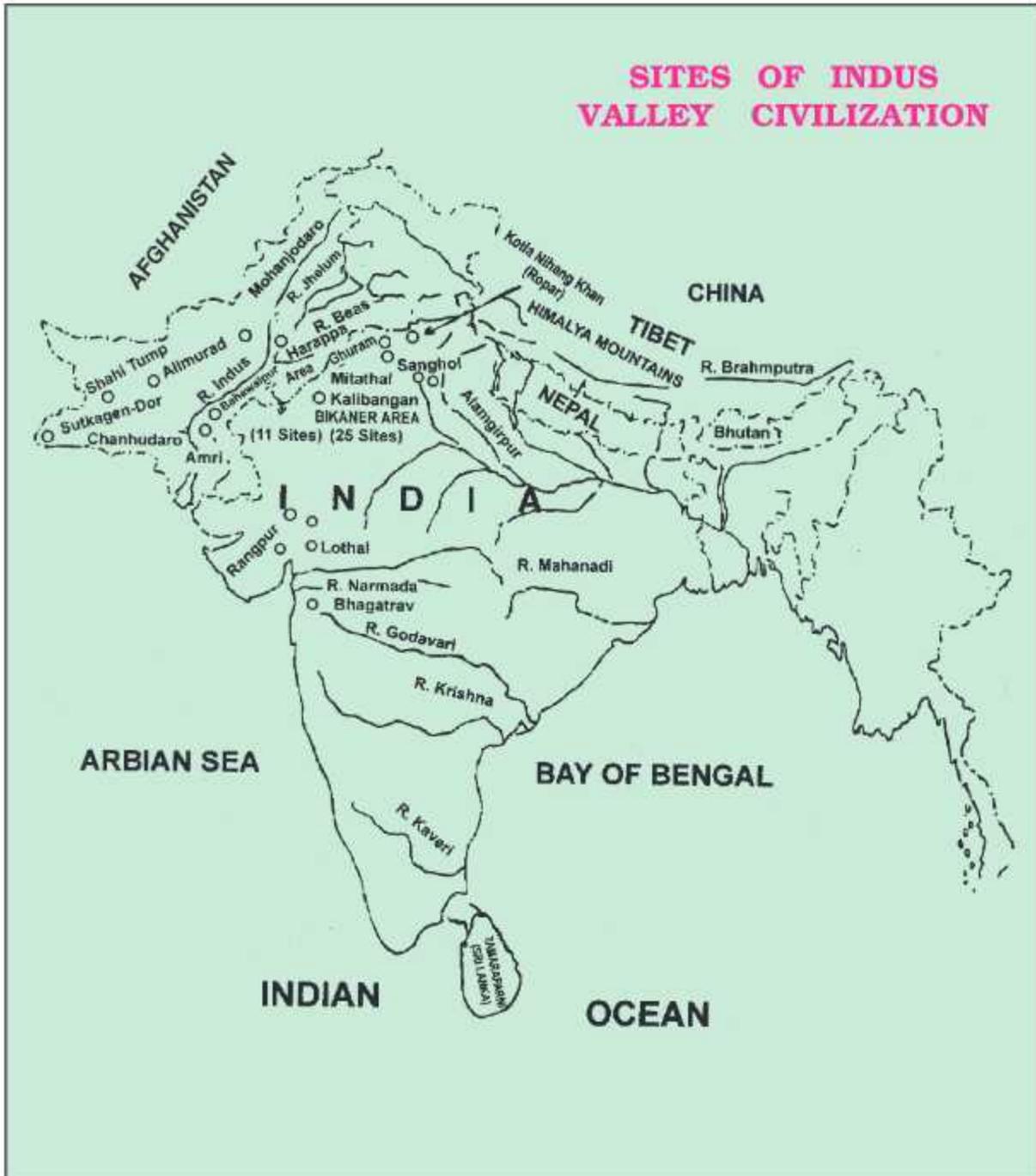


Fig. 9.1

**1. HARAPPAN CIVILIZATION IN PUNJAB :** Archaeological Department of Punjab, during excavations have found such places which belongs to the Harappan Civilization. A brief account of these places is given as under:

- (i) **Sanghol :** Sanghol is situated in Fatehgarh Sahib District. The town was excavated by S.S. Talwar and R.S. Bist in 1968. We have found many utensils and statues of Indus valley civilization from here. This center had a big moat which always remained full with water. It was built to protect the city from enemies.
- (ii) **Rohira :** Rohira is situated in District Sangrur. It was excavated in 1976-1977 A.D. The utensils, bricks and toys made of clay etc. found here. It seems that Harappan Civilization and Rohira Civilization had been in existence at the same time.
- (iii) **Sunet :** Sunat is situated in District Ludhiana. It was excavated in 1983-84 A.D. The remains found here give us good information about the last period of Harappan Civilization.
- (iv) **Kotla Nihang Khan :** It is situated in District Ropar. It was discovered by Y.D. Sharma in 1953 A.D. The utensils, tools, seeds and ornaments found here are similar to the Harappan culture.
- (v) **Banawali :** It is situated in Hissar District of Haryana. It was excavated by R.S. Bist in 1973. The tools, seeds, ornaments and statues found here are similar to those found in Harappa. Important information about the places like, Rakhigarhi, Mitathal and Kunal, which fall in the Haryana state, can be gathered from the articles and utensils found during excavations from these places.

## 2. Town planning

Well-planned cities like those of modern times are a special feature of this civilization. The cities were usually divided into two parts – the upper part and the lower town. The fortified upper part contained the public buildings and the residential houses of the ruling class. The lower town was inhabited by common people. The cities had wide and straight roads and streets that intersected at right angles. No houses had their doors opening on the main roads. The drainage system of this civilization too was far advanced for its time. There were covered drains on both sides of the streets that carried the dirty water to an underground main drain leading outside the city.

What are the differences between the houses of Harppan Civilization and the houses mentioned in the Previous chapter in Stone. Age Mention any two differences.

Houses were made of baked bricks and wood. Stones were rarely used as building material. There were big houses with several rooms and small houses with on one or two rooms. Each house had its own kitchen and bathroom. Big houses were sometimes double storied and

had a courtyard and a well for water. The drains of the houses were connected to the underground drains in the streets.

Several public buildings of very large size have been found at various sites of the Indus Civilization. A large pillared hall has been discovered at Mohenjodaro. It was probably used for public meetings or for some religious purpose. A big granary has been discovered at Harappa. Lothal in Gujarat was a port city. It had a big and well-planned harbour. The most impressive building is the Great Bath at Mohenjodaro. Made of water-tight baked bricks. It has a large stepped tank, which is 39 feet long, 23 feet broad and 8 feet deep. It was filled by water from a nearby well and there is a big drain to take out the dirty water. There are rooms and varandahs around the Bath.



Fig. 9.2 The Great Bath at Mohenjodaro

### 3. Social Life

As an urban civilization, it had a highly developed society. Wheat, barley, rice, pulses, fruits, vegetables and milk formed the main items of food. Non-vegetarian food was also eaten. Discovery of fish-hooks indicates that fish formed an item of diet. Both cotton and woolen clothes were worn by the people. The ladies wore a long skirt and blouse and men wrapped a shawl over their left shoulder and under right arm. Both men and women were fond of jewellery and other fashions. Rich people used gold, silver and precious stones while the poor people made their jewellery out of bone, terracotta and semi-precious beads. Women wore bangles, necklaces, ear-rings etc. and men wore bracelets, ear-rings and pendants. Women dressed their hair in various beautiful styles and used lipstick, collyrium and other cosmetics. Men kept beards, some were clean-shaven also. Some men wore a band around their heads.



Fig. 9.3 Jewellery found at Mohenjodaro

People were fond of both indoor and outdoor games. Dancing, playing of dice and chess, hunting, racing, etc. were favourite pastimes. They also made toys like animal figures, carts and other things of terracotta.

#### 4. Economic Life

Agriculture and cattle rearing appear to be the main professions of people. Various grains, vegetables and cotton were grown. The remains of ploughed fields from Kalibangan indicate that the method of agriculture was much like that of modern times. Sheep, goat, bull, buffalo, camel, elephant, horse and dog were domesticated.

The Greeks learnt the knowledge of cotton from the Indians.

Several articles of daily requirement like pottery, household goods of copper and other material such as spindle-whorls, needles, fish-hooks, weights, jewellery of gold, silver and stone, terracotta articles, weapons like axes, daggers, spears and many other things were manufactured.

Trade was carried on within the country and also with foreign lands like Mesopotamia. Some seals made of steatite and terracotta

have been discovered that have the picture of boats and ships on them.

Was the iron used in the cities of Harppan civilization?

## 5. Religion

The female terracotta figurines discovered from various sites of the Indus civilization indicate that the people worshipped **Mother Goddess**.



Fig. 9.4 Mother Goddess, found at Mohenjodaro

Some seals bearing the picture of a yogi like man in meditation and surrounded by various animals have been found. He is named **Pashupati** that is another name of **God Shiva**. He was also worshipped in the form of **Shivalinga**. The picture of bull found on some seals indicates that it too was worshipped. Tree worship was also popular and the **Peepal** tree was considered sacred.

The seals are used in these days also. Collect information and tell the purpose for which seals are used?

## 6. Art and Knowledge of Writing

Various types of art were highly developed during this period. Toys made of terracotta and statues of stone and metal have been found. A bronze statue of a **dancing girl** discovered from Mohenjodaro is very beautiful. A stone head of a priest or some chief with beard and a headband and a male torso that had movable limbs are other good examples. Carts that could be pulled with a string, monkey that could

climb or crawl down on a stick and other such toys were made in large numbers.



Fig. 9.5

A bronze statue of a dancing girl found at Mohenjodara

A very special feature of this culture was **seals** made of a soft stone called steatite. They depict various animals like humped bull, elephant, unicorn, bison, etc. on them. Some seals have the picture of Pasupati-Siva and others show a Pipal tree on them. Some inscriptions are engraved on the top of these seals in **pictographic** script. This script has not been read so far but it indicates that the Harappan people had knowledge of writing.

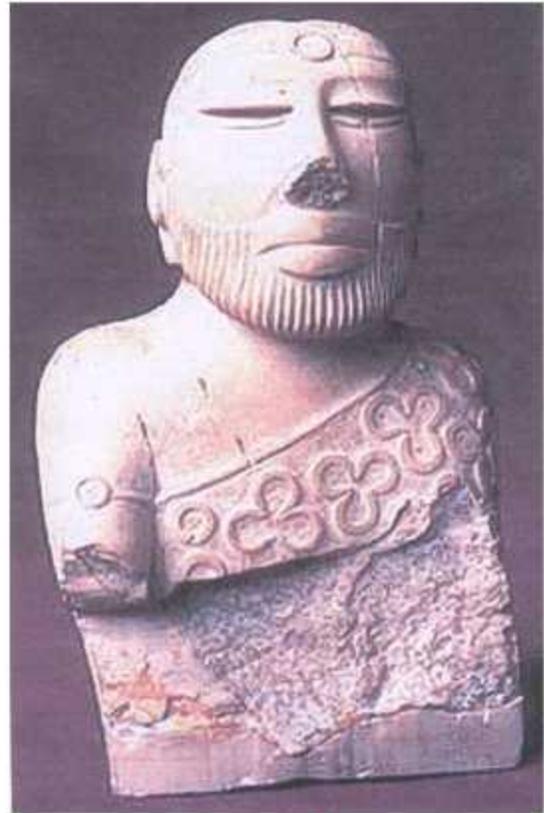


Fig. 9.6

A stone head of a priest



Fig. 9.7

A seal of Pasupati-Siva found at Mohenjodara

## 7. Decline of the Indus Civilization:

At one time scholars believed that the Indus civilization had come to an end due to the invasions of Aryans from foreign lands. But this view has no evidence to support and is now discarded. It is possible that continuous floods in the Indus and its tributaries were one of the causes of its decline. It seems that drying up of the river Sarasvati about 1900 B.C. also forced people of this region to migrate eastwards to the Gangetic plains. We find that about 1500 B.C. this civilization came to an end.

### Points to Remember

1. All the earliest civilizations of the world flourished on the banks of the rivers.
2. The oldest civilization in India flourished on the banks of Indus Valley which is called, "Indus Valley Civilization".
3. Mohenjodaro, Harappa, Lothal, Kalibangan etc. important cities have been excavated.
4. The towns of Indus Valley Civilization were very well planned, had an elaborate drainage system and had pucca houses.
5. Granaries and the great bath in Harappa are the most important buildings.
6. Men and women of Indus Valley civilization were fond of ornaments and fashion.
7. The Indus Valley Civilization people had commercial relations with in the country and foreign countries like Masopotamia etc.
8. The people of Indus Valley Civilization worshiped Mother Goddess.
9. The Indus Valley Civilization declined in about 1500 B. C.

### EXERCISE

#### A. Answer the following questions :

1. Name some important cities of the Harappan Civilization.
2. What do you know about the social life of the Indus Valley people?
3. Write a note on the town planning of the Indus Valley Civilization.
4. What were the causes of the decline of the Harappan Civilization?
5. What were the economic life of the Indus Valley Civilization people?
6. Write about two cities of Harappan Civilization in Punjab.

**B. Fill in the blanks :**

1. Harappan Civilization was about \_\_\_\_\_ bigger than the Egyptian civilization.
2. In Punjab, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ have yielded remains of this civilization.
3. Houses were made of \_\_\_\_\_ and \_\_\_\_\_.
4. A large \_\_\_\_\_ hall has been discovered at Mohenjodaro.
5. Men and women were fond of jewellery and \_\_\_\_\_.
6. The people worshiped \_\_\_\_\_.
7. The peepal tree was considered \_\_\_\_\_.

**C. Match the columns :**

- |                |               |
|----------------|---------------|
| 1. Pashupati   | a. Port city  |
| 2. Mohenjodaro | b. writing    |
| 3. Lothal      | c. God        |
| 4. Pictograph  | d. Great Bath |

**D. Write 'true' or 'false' in the brackets given after each statement :**

1. Ropar (Roopnagar) is located in Pakistan. ( )
2. Mother Goddess was not worshipped by Harappan people. ( )
3. Punjab has no remains of the Indus Valley Civilization. ( )
4. The Indus Valley Civilization people did not know the art of writing. ( )

**E. Activities :**

1. Visit the museum and see the excavated articles of the Harappan Civilization.
2. On a map of India, mark the cities of the Harappan Civilization.
3. Draw sketches of the seals and the jewellery of the Harappan people and display them in your class.
4. A bronze statue of a dancing girl was discovered from Mohenjodaro. Let's imagine you have got a chance to meet this dancing girl. Frame your conversation dialogues between you and her by using the cues given below.

(Cues) : Health, daily routine, leisure time, religion, trade, dance form, education, equality, respect and decision making)



**For Practice**

Sites of Indus Valley Civilization



Lesson  
**10**

**THE VEDIC AGE**  
(Approx 1500 B.C. to 500 B.C.)

You might have heard of the four Vedas as the sacred books of the Hindus. They are the **Rigveda**, **Samaveda**, **Yajurveda** and the **Atharvaveda**. The Rigveda is the oldest book in the world. It is a collection of hymns (mantras) in the praise of the nature gods. It was not written by one person. Hymns written by several scholars (Rishis) over a long period of time were included in it. Several other books were written after the Vedas for a long time. Some of them are commentaries on the Vedas, the others explain the rituals mentioned in the Vedas and yet others are works of philosophy of religion. They are called the **Brahmanas**, **Aranyakas**, **Upanishads** and the **Sutras**. Together they are known as the **Vedic literature**. The long period when these works were composed is called the Vedic period. This period runs between 1500 B.C. to 500 B.C. It is divided into two parts. The first is called the Rigvedic or the Early Vedic civilization and the second is known as the Later Vedic Civilization.

Which is the oldest book of the world?

The people of this civilization are generally called the Aryans. These people lived in Punjab, from the borders of Afghanistan to the Yamuna in the earlier period and gradually spread towards east and south in the Gangetic plains. There is a difference of opinion amongst scholars about the original home of the Vedic people. Some scholars think that they came to the Punjab from Central Asia while the others think that they came from the European borderlands in Russia. Most of the scholars now think that the Vedic people did not come from outside and the Punjab was their original homeland.

**Arya** : Arya means noble, an educated and well mannered person.

According to some historians, Aryans were the inhabitants of India. But other historians feel that they came from outside. But now the generally accepted view is that of Prof. Max Muller, a German scholar. After the study of all languages, he came to the conclusion that the Indians, Romans, Greeks and Persian's

ancestors once must have lived together. The languages of the people of all these castes prove that they must have lived together. On the basis of some words of many languages, he tried to prove that there was no difference between them. According to him, Aryans were the inhabitants of central Asia and from there they spread in India and other countries of Europe.

We find mention of the rivers like Indus (Sindhu), Jhelum (Vitasta), Chenab (Asikni), Ravi (Parushni), Beas (Vipasa), Satluj (Sutudri), Sarasvati, Yamuna and Ganga in the Rigveda. The Sarasvati was the most sacred river in the Vedic times. The Punjab was known as Saptasindhu or the 'Land of seven rivers' after these rivers.

### 1. The Political Life

There were several small tribal states in the early Vedic Period. Some of them like **Anu, Yadu, Puru, Bharata**, etc. are mentioned in the Rigveda. Later on states like Kuru, Panchala, Videha and others came into existence.

King was the head of the state and was normally succeeded by his son. He was called **Rajan**. There are references to the election of the king by the people but normally we find that monarchical system of kingship was prevalent. There were two important bodies for the help of the king probably like the modern Parliament. They were called **Sabha** and **Samiti**. There were several officers for the assistance of the king like **Purohita** (chief councillor and also incharge of religious affairs), **Senani** (commander-in-chief of the army), **Gramini** (head of the village) and others.

#### **Samrat :**

The more powerful kings were called **Samrat**.

### 2. Social Life

The society was divided into four divisions, called the Varnas, on the basis of professions – **Brahmanas, Kshatriyas, Vaisyas** and **Sudras**. The Brahmanas formed to study, teaching and religious affairs. Kshatriyas were warrior class. The agriculturists and traders were called the Vaisyas and the Sudras formed the servile class. The caste system was not rigid in the Early Vedic Age but later on it became hereditary and rigid. People lived mostly in villages though there are references to fortified cities. This indicate that big cities also existed in the Vedic Age.

Family was the lowest unit of the society. Father, mother, children sisters and brothers generally lived together. The eldest male member was the head of the family. Women enjoyed lot of respect and freedom in society in the Vedic Age. They were educated and had the right to

marry by their own choice. They participated in all social and religious ceremonies. We find many references to working women also who had adopted various professions. Apala, Ghosha and Visvavara were some of the famous women of the Vedic Age.

The main food items of the Vedic people were wheat, rice and pulses, milk, butter and ghee were used in abundance besides fruits and vegetables. Non-vegetarian food was also consumed. On some special occasions a drink called **Soma** was also consumed. Some people consumed alcoholic liquor called **Sura** but it was considered bad and was condemned.

Vedic people were fond of outdoor games like chariot races, horse riding hunting, etc. Singing, dancing and playing chess were other favourite pastimes.

### 3. Economic Life

The Vedic people were good warriors and warfare was one of their main occupations. But in economic life agriculture, cattle breeding, arts and crafts and trade were main professions.

The fields were ploughed to grow various kinds of grains, pulses and vegetables. Domestic animals like cow, horse, sheep, goat, ass and others were reared. Cow was the most important animal. Many a time the prices of various things were fixed in terms of cows probably because coins were not used as yet. For all business transactions barter system was prevalent.

#### Barter System

Long time ago, there was a prosperous kingdom. The people of this kingdom were very hard-working and were engaged in different productive activities.

Some were farmers, weavers, tailors, cobblers etc. While everything was produced in abundance each person could not produce all the goods required by him for his use. The people in the kingdom used a system by which one person could exchange the goods and services produced by him with the goods and services produced by someone else. Thus if the farmer needed to get a shirt stitched he would give the tailor food grains and if the cobbler required cloth, he would give the tailor food grains and if the cobbler required cloth, he would give the weaver shoes made by him. This exchange of goods and services by one person in return for goods and services from another person is known as a barter system. People faced difficulties with this system. The farmer sometimes required shoes but the cobbler would not exchange his shoes for food grains because he had enough food grains and required clothes, which the farmer cannot provide him. The weaver would not exchange his clothes for shoes because he wanted a haircut. Also, we all know some commodities are perishable and cannot be kept for a long time

in the store. If you have lots of apples or oranges you cannot store them to exchange later. People could not exchange their goods or services unless, they found someone who was willing to take their goods in exchange for something that they actually required. The barter system works on the double coincidence principle. Two coincidence have to happen at the same time. The first coincidence is that you find someone who is willing to sell something that you want to buy. The second coincidence is that the seller wants to buy that something that you are willing to sell.

Artisans like Black-smith, chariot-maker, carpenter, weaver, potter, etc. formed an important part of the Vedic economic life. They were respected for their skills and the society depended on them for their daily needs. Trade was also carried on both by land routes and by boats and ships in rivers and seas.

#### **4. Religious Life**

The religious beliefs of the Vedic people were simple. They worshipped nature by composing and chanting hymns to Gods and offered oblations during the sacrifices. Their numerous Gods represented natural phenomena around them. We can divide them into three categories. 1. Terrestrial Gods like Prithivi (Earth), Agni (Fire), Soma (a special plant whose juice was used as a drink at special occasions); 2. Atmospheric Gods like Indra (God of thunder and rain), Vayu (Air) and Maruts; 3. Heavenly Gods like Varuna, Surya, Pushan, Vishnu and Asvins. Besides these there were other Gods too Varuna and Indra were the most important Gods during the Rigvedic period. Indra became most important in the later Vedic period when a number of new Gods were added. The religious sacrifices that were simple during the Rigvedic period became very elaborate and expensive in the later Vedic period.

Sacrifices occupied an important place in the Early Vedic ritual. Sacrifices included offering of milk, grain, ghee and animals etc. Agni God was very famous, because no sacrifice could be performed without offering to him.

#### **5. Science and Technology**

We get some useful information from the Vedic literature about the knowledge of science and technology during this period. Mathematics and its branches like algebra, geometry and trigonometry were highly advanced. Astronomy and astrology were also well known. Vedic people could calculate the movement of planets, occurrence of the

eclipses of the sun and moon, rotation of the earth on its axis and around the sun. The medical sciences were called **Ayurveda** and were fairly advanced.

### Points to Remember

1. Aryans were the original inhabitants of the Punjab.
2. Various tribes ruled in the Vedic period. King was called 'Rajan'.
3. The Society was divided into four varnas- Brahmins, Kshatriyas, Vaisyas and Sudras.
4. Sabha and Samiti were two bodies to help the king.
5. Women enjoyed lot of respect and freedom in the society in the Vedic period.

### EXERCISE

#### A. Answer the following questions in brief :

1. Write five sentences about the political life of the Early Rig Vedic Age.
2. Which gods were worshipped by the Vedic people?
3. What do you know about the social life of the Vedic Age?
4. What were the economic activities of the Vedic people?
5. Which river flow in the land of Saptasindhu?
6. What is a barter system? Explain the demerits of a barter system?

#### B. Fill in the blanks :

1. There were several small \_\_\_\_\_ in the early Vedic Period.
2. The society was divided into four divisions, called the \_\_\_\_\_ .
3. The main food items of the Vedic people were \_\_\_\_\_ .
4. The Vedic people were fond of \_\_\_\_\_ .
5. The Vedic people worshipped \_\_\_\_\_ .

#### Glossary :

Vedas,  
Senani,  
Gramini,  
Sura,  
Varnas,

#### C. Match the columns :

- |             |                       |
|-------------|-----------------------|
| 1. Vipasa   | a. Political body     |
| 2. Sabha    | b. Branch of science. |
| 3. Ayurveda | c. God.               |
| 4. Varuna   | d. A river.           |

**D. Write 'true' or 'false' in the brackets given after each statement :**

1. Parushni is the name of a river. ( )
2. Indra was God of rain in Vedic age . ( )
3. Cow was not sacred to Vedic people. ( )
4. Women were not respected in Vedic age. ( )

**E. Activities :**

1. Make a list of the Vedic people's gods that are worshipped even today.



### 1. Kingdoms and Republics

The establishment of several important republican and monarchical states in northern India known as Janapadas around 600 B.C. marks the beginning of an important period of Indian History. The more powerful states amongst these were called Mahajanapadas. The Buddhist

THE 16 MAHAJANAPADAS	
Anga	Magadha
Kasi	Kosala
Vajji	Malla
Chedi	Vatsa
Kuru	Panchala
Matsya	Surasena
Asmaka	Avanti
Gandhara	Kamboja

and Jain literature gives their number as sixteen through which they came to be known as shodasha-Janapada. The more important amongst these were Kasi, Kosala, Anga, Vatsa, Avanti and Magadha. Their capitals were located at Varanasi, Ayodhya or Saketa, Champa, Kausambi, Ujjain, and Rajagriha respectively. Amongst the republics Malla and Vajji were famous. The Vajji republic comprised of eight clans. The Lichchhvis of Vaisali were one of the most powerful clans of the Vajji republic. The other Mahajanapadas were Kuru, Panchala, Matsya, Surasena, Asmaka, Chedi, Gandhara, and Kamboja. These states often had marriage relations amongst them but were also fighting with each other for supremacy.

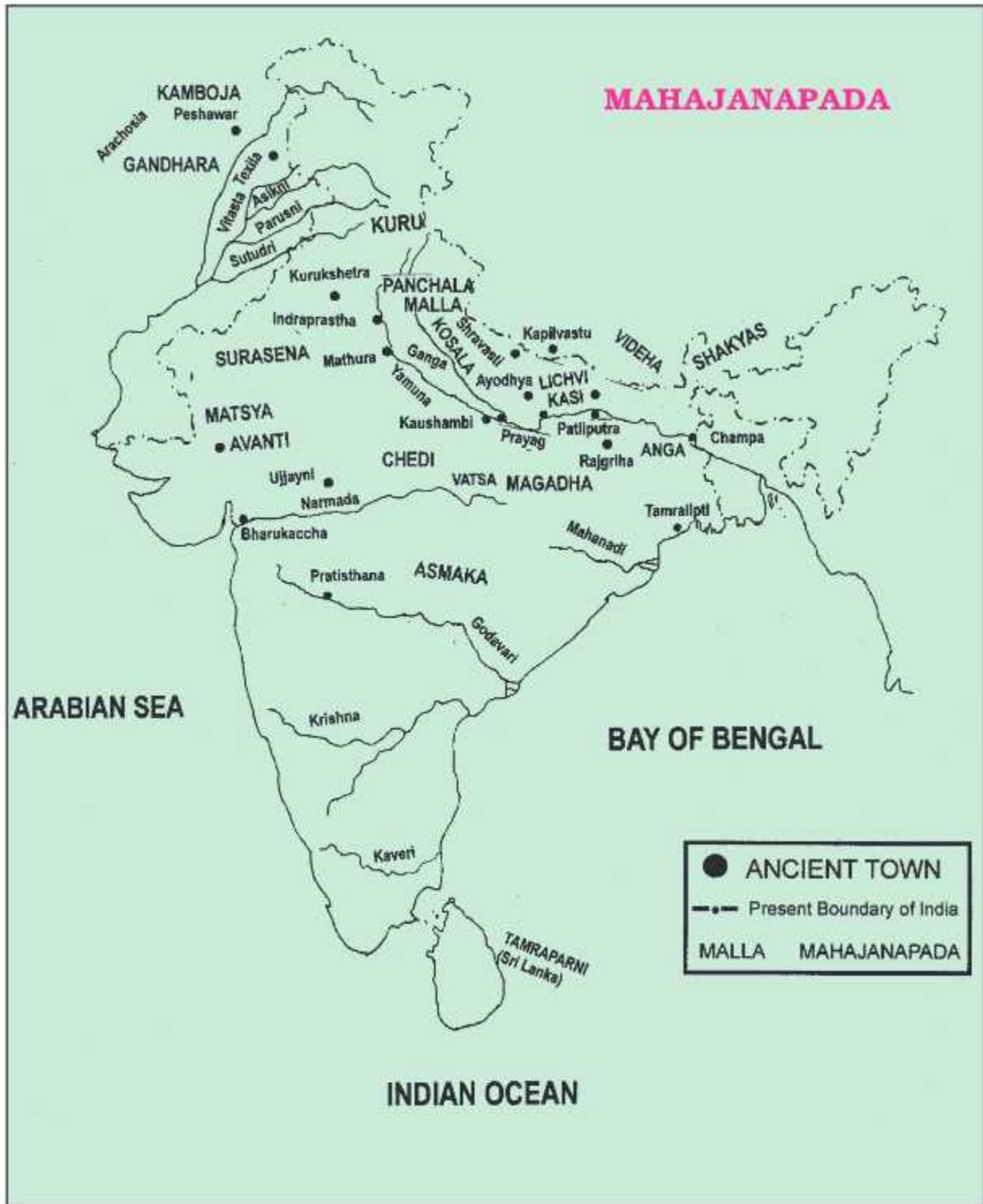


Fig. 11.1

## 1.1 The Rise of Magadha

Amongst all the Mahajanapadas Magadha, Kosala, Vatsa and Avanti were most important. Magadha, which comprised of the areas of Patna and Gaya in Bihar, became most powerful in the time of its ruler Bimbisara of Haryanka dynasty. He ruled from 543 to 492 B.C. and was a contemporary of the Buddha. His capital city was Rajagriha near Nalanda. His son Ajatashatru expanded the kingdom by defeating Kasi,

Dhana Nanda was the last Nanda king. He was credited with having an army of 2,00,000 infantry, 20,000 cavalry, 3000 elephants and 2000 chariots. With all his military strength he lacked popularity. Due to his love of wealth, which he accumulated by means of excessive taxation on his people.

Koshala and Vaishali and made Pataliputra (Patna) as his new capital. From that time onwards Magadha remained the most powerful state and gradually Magadha became a big empire. We shall read about this in the next chapter. Ajatashatru ruled from 492 to 460 B.C. After his death two more dynasties, Sisunaga and Nanda ruled over Magadha. The Haryanka dynasty was succeeded by the Shishunaga dynasty in 414 B.C. The capital was shifted to Patliputra. The Shishunaga were overthrown by the Nandas. Mahapadma Nanda was the most famous ruler of the Nanda dynasty. The Nandas brought the entire Gangetic plain under their control.

## 1.2. The political Life and Administration

Several big cities known as **Puras**, **Nagaras** or **Mahanagaras** came into existence during this period. Varanasi, Rajagriha, Sravasti, Kausambi, Vaisali, Champa, Ujjaini, Taxila, Ayodhya, Mathura and Pataliputra were some of them. Because of the emergence of cities this period is also known as the period of second urbanization, the first being that of the Indus Valley civilization.

The king became very powerful during this period. He led the army in war and levied taxes for the state and also imparted justice. He looked after the administration with the help of several officials. He had a council of minister called Mantriparishad and the ministers were known as **Amatyas** or **Mantris**. **Purohita** (religious advisor), **Senapati** (commander-in-chief), **Sangrahati** (treasurer), **Chera** (spies) and **Gramini** (village headman) were some of the other important officials.

## 1.3. Social Life

The society was primarily divided into four castes – **Brahmana**, **Kshatriya**, **Vaishya** and **Sudra**. Besides these there were several sub-

castes based on professions, such as carpenters, black-smiths, chariot-makers, gold-smiths, potters, oil-pressers and so on. Unfortunately the flexibility in the caste system of the Vedic times was no longer there and the caste was determined by birth. The position of the Sudras had become degraded and pitiable. Buddha preached against the caste system.

Make a list of sub-castes.

People lived in villages and cities. Both vegetarian and non-vegetarian food was consumed. Everyone was expected to follow the ideal moral values in life. The entire life span of a man was divided into four stages called **Ashramas** – student life (**Brahmacharya**), Householder (**Grihastha**), anchorite or retired from the worldly life (**Vanaprastha**) and ascetic (**Sanyasa**).

#### 1.4. Economic Life

Agriculture and cattle rearing were the main occupations. Peasant was normally the owner of the land but land-less labour was also known who worked on other's land for living. Several types of cereals such as wheat, rice, maize, barley and other crops like sugarcane, sesame, mustard, pulses and several types of vegetables and fruits were grown.

Other professions included industrial crafts and trade. Wood-work, pottery, leather tanning, ship-building, weaving, garland-making, black-smithery, gold-smith, ivory-work and several other professions were adopted by people. Some people earned their livelihood by fishing, hunting, dancing, acting, snake-charming, etc. Persons following the same profession organized themselves into unions or guilds called **Shrenis**. Each guild had its own president or head.

What is Shrenis?

Trade was carried on both within the country and with foreign lands. There were roads across the country, some of which connected with foreign lands or seaports. Goods were also carried through ships and boats in oceans and rivers. Merchants known as **Sarthavaha** carried goods from one place to the other and moved in caravans. Indian goods were in great demand in foreign countries.

Copper and silver coins were used for transactions. They were mostly irregular pieces of metal in shape but of fixed weight. They were punched with various symbols and are called **punch-marked** coins.

People had to pay taxes to the king. Normally 1/6 of agricultural produce was charged as tax from peasants. Taxes on industrial goods and trade were charged according to the value of the goods.

## 2. Jainism and Buddhism:

### 2.1. Jainism:

Jainism is an old, independent and scientific religion of India. Lord Reshabhdeva was the first founder of this religion. He is called Tirthankara. There have been 24 Tirthankaras in Jainism. Lord Parshavanath and Lord Mahavira Swami ji have the honour of being the 23rd and 24th Tirthankaras.

Jainism : Jain word is derived from the word Jina, which means 'conqueror'. Why is the Jina word used for Mahavir Swami Ji?



Fig. 11.2 Vardhamana Mahavir

In the Indian history, period of 600 B.C. is very important. Lord Mahavira Swami ji was born in Kundanpur (Presently Bihar) near vaishali during this period. His father was named King Siddaratha and his mother was named Trishala Rani. Lord Mahavira Swami ji led family life about 30 years. After the death of his parents, he took permission from Nandivardhan, his elder brother, he gave up his kingdom and all sorts of luxuries and set out on a path of self discipline. After doing a hard meditation for twelve years, six months and fifteen days, he attained Kaivalya Gyan which means complete knowledge of the Universe. Then he was known as Veetrang, Jine and the Conqueror. He attained salvation at the age of seventy two at Pavapuri Town.

#### Main Doctrines of Jainism :

Jainism believes in main five doctrines :

1. AHINSA                      Ahinsa means non killing of any living being.
2. TRUTH                      Always speak Truth.
3. ASTIYE                      Not to steal.
4. CELIBACY                  (Brahmcharaya) To lead a self disciplined life.

5. NON HOARDING (Aprigreh) Not to hoard more than needed.

Jainis accepts the existence of God in every living being. There is a presence of soul in earth, water, air, fire and entire vegetation. This religion is the propagandist of vegetation protection and environmental preservation. It believes that every soul can attain divine level on the strength of its own nobility, salvation can be attained by meditation of Right Faith, Right Knowledge and Right Conduct. These are known as Triratna.

At present there are two main sects of Jainism: Digambaras and Shwetambaras. Digambaras Monks are robeless and Shwetambaras Monks wear white clothes. The followers of Jainism are total vegetarians.

## 2.2 Buddhism:

The sixth century B.C. saw the emergence of some most important religious movements. The great religious thinker Confucius preached in China at this time. In India two great religions Buddhism and Jainism were founded at this time. Amongst these Buddhism became the most popular religion and spread all over the world. The founder of Buddhism was **Gautama Buddha** whose real name was **Siddhartha**. He is popular as Buddha that became his title after enlightenment. Buddha means an enlightened person.



Fig. 11.3 Gautama Buddha

Siddhartha was born in a royal Sakya family at Lumbini in Nepalese Terai. His father **Shuddodhana** had his capital at Kapilvastu. The Buddha's mother **Mayadevi** died soon after his birth. Buddha grew up amidst luxuries of a prince and was married to a beautiful

princess named **Yasodhara**. They had a son called **Rahula**. Gautama was always a very sensitive and meditative person. He once saw four scenes a sick-man, an old man, a dead body and a saint. He felt very sad at so much of misery in the world. He left home in the search of the true happiness in life when he was 29 years old. After wandering from place of place and going through austerities and meditation Gautama was enlightened at Bodh Gaya in Bihar while sitting under a Peepal tree. He now became the Buddha.

Buddha gave his first sermon to five monks at Sarnath near Varanasi. He spent rest of his life preaching people about his religion. His teachings which became the basic principles of Buddhism are simple but very meaningful. He taught the **Four Noble Truths**. They are:

1. The world is full of sorrow.
2. The cause of sorrow is desire.
3. We can conquer sorrow by conquering desire.
4. By following the **Eight Fold Path** can conquer desire.

**The Eight Fold Path (ashtangika marga)** is: (1) right belief (2) right thought (3) right speech (4) right action (5) right means of livelihood (6) right effort (7) right recollection (8) right meditation. By following these virtues one can get rid of miseries in life and attain **Nirvana**. It means by this one can become free from the cycle of birth and death.

Buddha also taught the Middle Path. It means that one should not torture oneself by severe austerities nor should one indulge in luxuries of life. He founded the Buddhist **Samgha** that was the supreme body of monks. All monks and nuns were its ordained members. Those who did not become monks (bhikshus) or nuns (bhikshunis) they could also follow Buddhism as lay-disciples.

Buddhism taught noble things in life like not to kill anybody, not to tell lies, not to use intoxicants, not to accept or keep money not to eat at odd hours, not to covet others' property etc. All the teachings of the Buddha are contained in three major works called the **Tripitaka**.

After the death of Buddha his religion spread far and wide very quickly. Many famous kings became followers of Buddhism. We can mention the names of Ashoka, Kanishaka, Harshavardhana, etc. Ashoka sent several Buddhist missions to foreign countries. With his efforts Buddhism spread in China, Myanmar (Burma), Sri Lanka, Central Asia, South-East Asia and many other countries. During the Kushana period Buddhism was divided into two parts. **Mahayana** and **Hinayana**. Mahayana means the great vehicle and its followers believed in the idol worship of the Buddha as god. The followers of the Hinayana continued to follow the original teachings of the Buddha and considered him to be a great teacher.

### Points to Remember

1. In 600 B.C. several important republican and monarchical states established in northern India. The more powerful states were called "Mahajanpadas". There were sixteen Mahajanpadas in ancient India.
2. The more important amongst them were Kasi, Kosala, Anga, Vatsa, Avanti and Magadha.
3. Bimbisara and Ajatshatru were the two most famous rulers of Magadha.
4. The king was assisted in his administration by the Purohita, Senani and Amatya.
5. The entire life span of a human being was divided into four parts called Brahmacharya, Grihastha, Vanaprastha and Sanyasa.
6. Mahavir Swami Ji has the honour of becoming the 24th Tirthankaras.
7. Mahavir Swami ji attained "Kaivalya Gyan" after doing a hard meditation for twelve years, six months and fifteen days.
8. Gautama Buddha was the founder of Buddhism. He left home in the search of true happiness when he was 29 years old. After going through austerities and meditation Gautama was enlightened at Bodh Gaya in Bihar under a Peepal tree.

### EXERCISE

#### A. Answer the following questions :

1. What do you understand by Mahajanapada?
2. Write about any four important Mahajanapadas.
3. What do you know about caste system during this period?
4. Write a note about the punch-marked coins.
5. What do you know about Jainism?
6. Which are the main teachings of Buddhism?

#### B. Fill in the blanks :

1. Bimbisara ruled from \_\_\_\_\_ to \_\_\_\_\_ B. C.
2. Ministers were known as \_\_\_\_\_ .
3. Agriculture and cattle rearing were \_\_\_\_\_ occupations.
4. There have been \_\_\_\_\_ Tirthankaras in Jainism.
5. Gautama Buddha's real name was \_\_\_\_\_ .
6. Lord Mahavir Ji spent Grihastha life till \_\_\_\_\_ years.

**C. Match the columns :**

- |                |                    |
|----------------|--------------------|
| 1. Magadha     | a. republic        |
| 2. Ajatasatru  | b. Mahajanapada    |
| 3. Vajji       | c. guild           |
| 4. Shreni      | d. king            |
| 5. Parsvanatha | e. Ashtangika Marg |
| 6. Buddha      | f. Tirthankara     |

**Glossary :**

- |               |               |
|---------------|---------------|
| 1. Amatya     | 6. Ashrama    |
| 2. Purohit    | 7. Shrenis    |
| 3. Sangrahati | 8. Sarthavaha |
| 4. Chera      | 9. Tripitaka  |
| 5. Gramini    |               |

**D. Write 'true' or 'false' in the brackets given after each statement :**

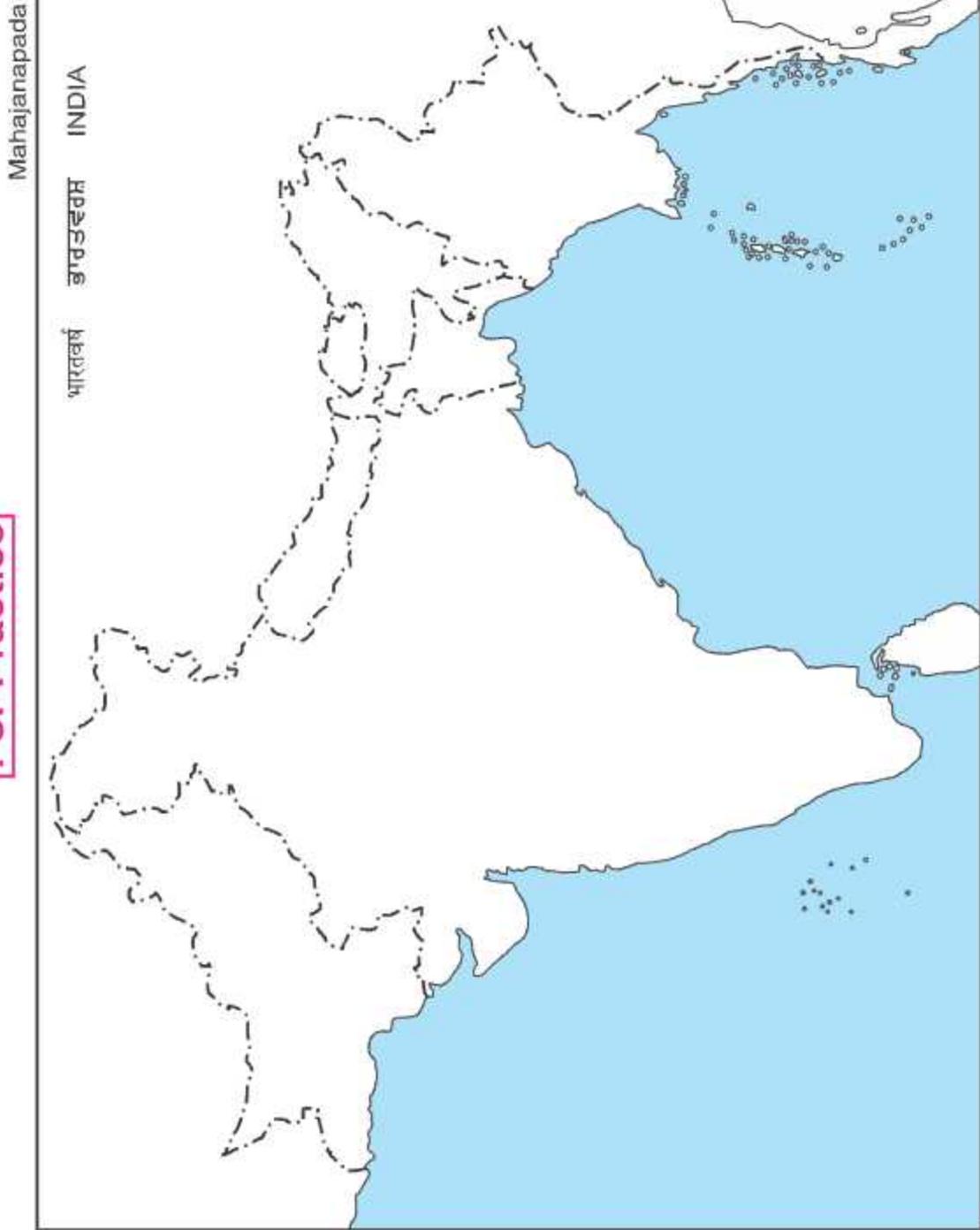
- |  |        |
|--|--------|
| 1. Sixteen Mahajanapadas are mentioned in the Buddhist literature. | (    ) |
| 2. Bimbisara ruled from 543 to 492 A.D.                            | (    ) |
| 3. The ministers were known as Chera                               | (    ) |
| 4. Normal agriculture tax was $\frac{1}{4}$ of produce.            | (    ) |
| 5. Sarthavaha was the leader of merchants.                         | (    ) |
| 6. Gutama Buddha was not the son of Sidhhartha.                    | (    ) |

**E. Activities :**

1. Locate the rivers Ganga, Yamuna and Indus on the map of India.
2. Find books on the lives of the Buddha and Mahavira in the school library and read them. Note down the anecdotes in their lives which interest you.



**For Practice**



The establishment of the Mauryan Empire in the last quarter of the fourth century B.C. marks the beginning of a new chapter in Indian history. In 326 B.C. Alexander, a great Greek conqueror from Macedonia, invaded India and was able to conquer some of the Indian kings and states in the North-West up to the river Beas in Punjab. He first defeated Ambhi the king of Taxila (Near Islamabad, Pakistan) Porus (Puru), who gave Alexander a stiff resistance, was the other important king defeated by him. But Alexander had to go back from the Beas, as his soldiers got scared of the resistance they received in Punjab and were also tired of long journey and warfare.

### 1. Maurya Dynasty

At the time of Alexander's return India was divided into many kingdoms. The Nandas who were ruling over Magadha had become unpopular. Their rule was overthrown by **Chandragupta Maurya** with the help of his teacher Chanakya and the Mauryan Empire was established around 321 B.C.

Two very important books written in this period tell us about the Mauryas and their times. The first is the **Arthashastra** written by **Kautilya** whose other name was Chanakya. He was a teacher at the Taxila University and a great scholar. After making Chandragupta the king of Magadha, Chanakya became the Prime Minister of the Mauryan Empire. The **Arthashastra** tells us about the Mauryan administration. The second book was the **Indica** written by **Megasthenes**, the Greek ambassador of **Seleucus Nikator**, in the court of Chandragupta Maurya. We also have inscriptions of Ashoka written on rocks and huge stone pillars put up at several places. They are known as Ashoka's Edicts.

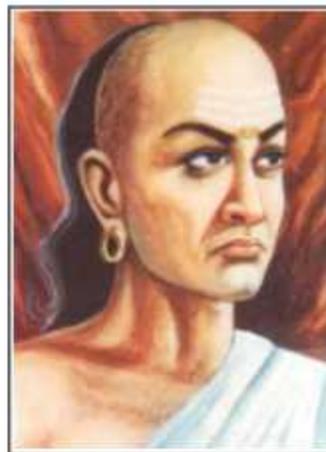


Fig 12.1 Chanakya

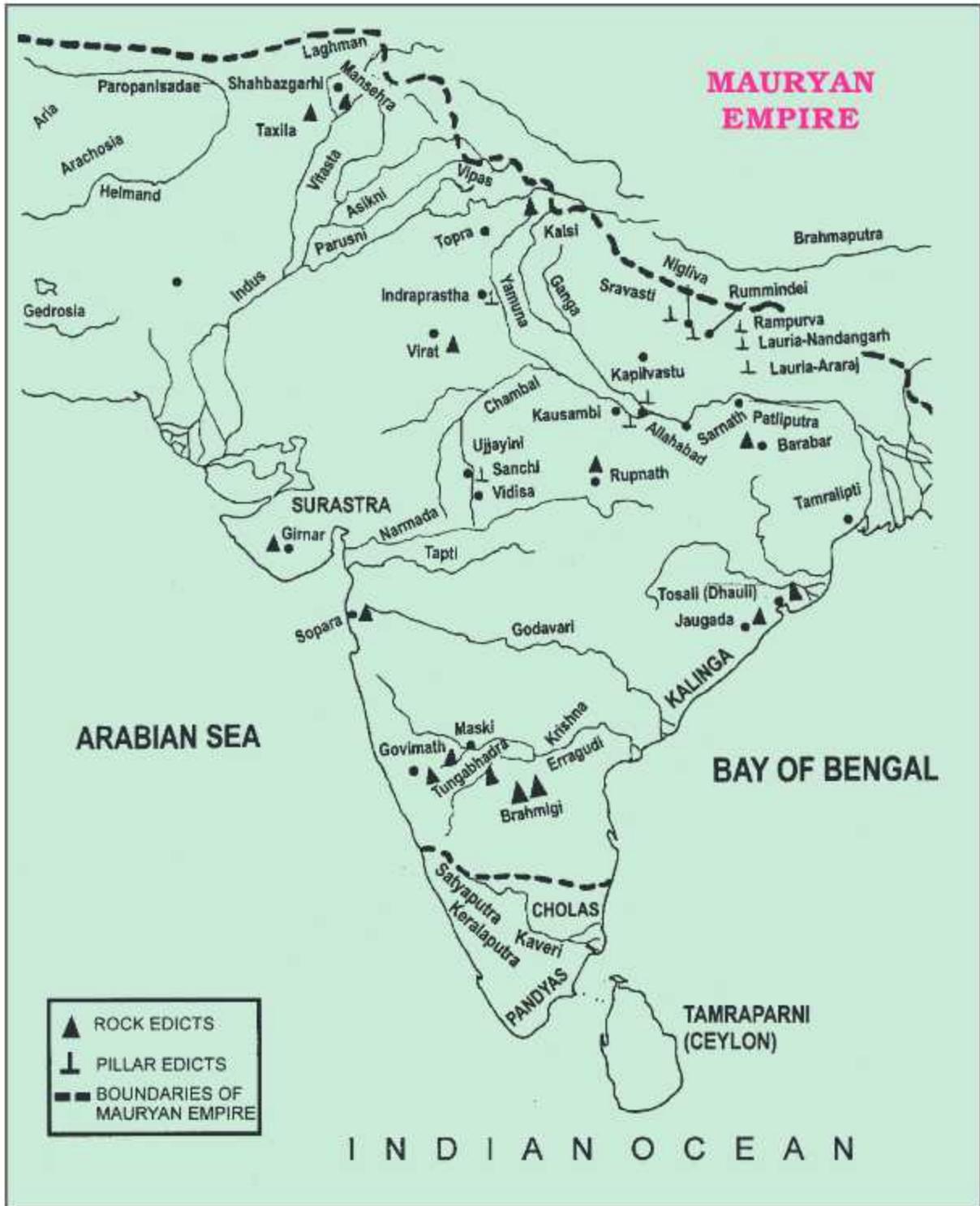


Fig.12.2

**Dynasty** : When many members of one family become king then one after the other it is called a dynasty. For example :- There were three famous kings of Maurya dynasty Chandragupta, his son Bindusara and Ashoka son of Bindusara.

Chandragupta Maurya was the first ruler to unify and rule over almost whole of India. He defeated Seleucus, the commander of Alexander who was made ruler of Afghanistan after Alexander's return. Seleucus had to give a large area of Afghanistan to Chandragupta that became a part of the Mauryan Empire. Chandragupta's empire extended from Afghanistan in the north-west to Karnataka in the south and from Assam in east it extended up to Gujarat in the west. Chandragupta ruled up to 297 B.C. After him, his son Bindusara ruled for about twenty-five year.

### Ashoka, the Great:

After the death of Bindusara, his son Ashoka became the king in 273 B.C. He is considered one of the greatest rulers in world and is famous for his message of peace and humanity. In 261 B.C he conquered Kalinga (Orissa). A very large number of people were killed in this war, many were injured and many more were made prisoners. Ashoka became sad by this bloodshed and gave up war forever and became a follower of Buddhism. He visited places of Buddhist pilgrimage such as Bodhgaya, Sarnath and Lumbini. He also got thousands of stupas constructed across the country and sent his missionaries to foreign lands to preach the message of the Buddha. His son Mahendra and daughter Sanghamitra were sent to Sri Lanka as missionaries.



Fig 12.3 Ashoka  
The Great

Ashoka spent rest of his life for the welfare of his people and entire humanity. He got his message of peace engraved on rocks and stone pillars and asked all his subjects to follow them. He gave up hunting and forbid killing of animals and birds. He built roads, rest houses for travellers, got wells dug, built hospitals for men and animals. He appointed special officers to look after the welfare of people and preach moral values. He asked everybody to give up violence, to respect elders, to be kind to younger, servants, animals and all living beings. He also taught tolerance towards all the religions and charity for the poor. These teachings are known as **Dhamma of Ashoka**.

Why did Ashoka gave up the war forever after the war of Kalinga?

Ashoka died in 232 B.C. The Mauryan Empire broke up soon after his death because his successors were weak and incompetent. The last Mauryan ruler Brihadratha was killed by his commander-in-chief Pushyamitra Sunga. We shall talk about the Sungas shortly.

### 1.1. Mauryan Administration:

From the Arthashastra of Kautilya and the Indica of Megasthenes we get details of Mauryan administration. The king was the head of the state and very powerful. He led his army in war, imparted justice, looked after the welfare of his people and levied taxes. He had council of ministers to help him. The ministers were known as **Mantris** or **Amatyas**. There were other high officers like the crown prince, treasurer, collector-general of taxes, accountant-general and several directors of separate departments like forests, mines, foreign travellers, etc.

The empire was divided in provinces and generally royal princes were appointed their governors. There were several officers like **Rajuka, Mahamatra, Yukta**, etc. in provinces. The Mauryan army was very strong and comprised of infantry, horses, elephants and chariots. It had naval force also. Like army the spy system of the Mauryas was also very strong. Spies were sent to get the news of enemies and also keep an eye on people's activities.

### 1.2. Social and Economic Condition:

The society continued to be the same as it was in the time of the Mahajanapadas about which you have read in the previous chapter. Megasthenes tells us that there were people following several professions. A large number of foreigners came to Pataliputra. Taxila, Pataliputra and Varanasi were great centers of learning. The women enjoyed a lot of freedom. People of different religions lived together and respected each other.

For the management of the state, taxes were levied. The land revenue on agriculture was generally 1/6 of the produce. There was taxes on irrigation, forests, mines customs, trade and manufacture of goods. The money collected was spent on the salaries of both civil and army officers, welfare of people and for laying of roads. Irrigation projects and other such activities. Chandragupta Maurya constructed a big lake named Sudarshana in Gujarat for irrigation and water supply.

### 1.3. Art and Architecture:

The Mauryan rulers were lovers of art. Chandragupta Maurya built a magnificent palace, which is described as the most beautiful by Megasthenes. Ashoka got a large number of Stupas built. The **Stupa of Sanchi** in Madhya Pradesh is very famous.



Fig. 12.4 The Stupa at Sanchi

He also got some caves with beautiful designs made in the hills of **Barabar** and **Nagarjuni** in Bihar and donated them to religious monks.



Fig. 12.5 Barabar's Cave

Best pieces of Ashoka's art were huge stone pillars, some of them were 34 feet high, made of sand stone from Chunar.



Fig. 12.6 Ashoka's Pillar

They have a very fine polish on them which shines like a mirror. These pillars had sculptures of animals like bull, elephant, lion on the top. One such sculpture of four lions seated back to back was on the top of the pillar at Sarnath. It is our national emblem now. Ashoka's edicts were engraved on these pillars. Besides these some beautiful sculptures of Yakshas and Yakshis (semi divine Gods) were also made. One Yakshi figure carrying a *chauri* (fly-whisk) from Didarganj near Patna is very famous.



Fig. 12.7 The Capital of Ashoka's Pillar at Sarnath has been adopted as India's National Emblem

## Decline of the Mauryas

After the death of Ashoka, the Mauryan empire began to break up. There were many reasons why the Mauryan empire broke up. One was that the successors of Ashoka were weak and could not control the empire properly. Another was that the net work of roads was neglected. This disrupted trade and contact between regions. The large army could not be maintained without the regular flow of the revenue. Another was that the officers became corrupt and autocratic. Thus the entire system of administration began to collapse, in 184 B.C. Brihadratha, the last Mauryan ruler, was murdered by Pushyamitra Sunga, and the Mauryan dynasty came to an end.

## 2. The Sungas:

Pushyamitra Sunga, who was the commander-in-chief of the Mauryan army, killed the last Mauryan ruler Brihadratha and himself became the king in 184 B.C. His dynasty came to be known as the Sungas. Pushyamitra was a powerful ruler and made several conquests. During his time the Greek invader Menander invaded India.

Pushyamitra sent his grandson Vasumitra to fight with the Greeks. Vasumitra defeated the invader on the banks of the river Indus. Pushyamitra performed two horse-sacrifices (Asvamedha Yajna). **The Stupa of Bharhut** in Madhya Pradesh was built during his time. After Pushyamitra his son Agnimitra became the king. Sungas soon lost power and several foreigners like the Scythians, Parthians and Kushanas from Central Asia started entering India.

### Points to Remember

1. In 326 B.C. Alexander the Great Greek conqueror from macedonia invaded India.
2. Chandra Gupta Maurya with the help of his teacher Chanakaya established mauryan Empire around 321 B.C. by overthrowing the rule of Nand dynasty.
3. Chandra Gupta defeated Seleucus and annexed a large part of the Mauryan Empire.
4. Arthasastra and Indica books tell us about the Mauryan administration.
5. Bindussara became King in 297 B.C. and ruled over 25 years.
6. In 261 B.C. Ashoka conquered Kalinga and gave up war forever and became a follower of Buddhism.
7. Pushyamitra Sunga, commander-in-chief of the Mauuryan army, Killed the last mauryan ruler Brihadratha and he became the king in 184 B.C.

### EXERCISE

#### A. Answer the following questions :

1. What do you know about Alexander?
2. Write a note about Kautilya.
3. Why is Ashoka Called 'great'?
4. What do you know about Mauryan art?

#### B. Fill in the blanks :

1. Alexander's soldiers got scared of the \_\_\_\_\_ they received in Punjab.
2. Chandra Gupta ruled till \_\_\_\_\_ B.C.
3. Megasthenes was a Greek ambassador of \_\_\_\_\_ .
4. Kautilya's \_\_\_\_\_ and Megasthenes's \_\_\_\_\_ tell us about Mauryan administration.
5. In Madhya Pradesh the stupa of \_\_\_\_\_ is very famous.

**C. Match the columns :**

- |                |                  |
|----------------|------------------|
| 1. Megasthenes | (a) Arthashastra |
| 2. Kautilya    | (b) Stupa        |
| 3. Sanchi      | (c) Minister     |
| 4. Amatya      | (d) Indica       |

**D. Write 'true' or 'false' in the brackets given after each statement :**

- |   |        |
|---|--------|
| 1. Seleucus defeated Chandragupta Maurya.     | (    ) |
| 2. Ashoka built great pillars of iron.        | (    ) |
| 3. Mahamatra was officer of Alexander.        | (    ) |
| 4. Ashoka adopted buddhism after Kalinga war. | (    ) |
| 5. Chandragupta constructed Sudarshana Lake.  | (    ) |

**2. Table :- Ashoka's Major Edicts / Fundamental Human rights provided by the constitution of India**

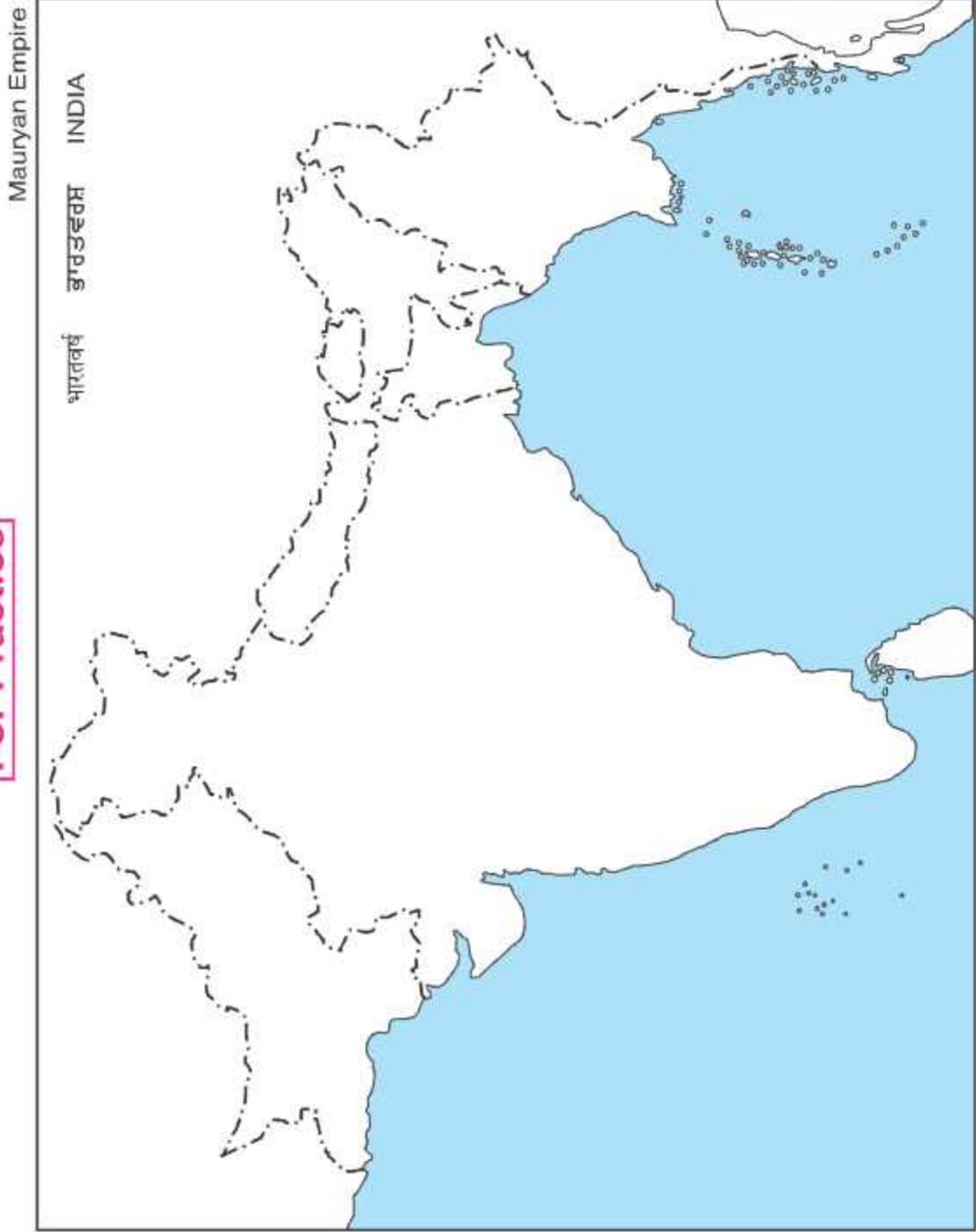
	<b>Ashoka's Dhamma</b>	<b>Fundamental right (in constitution)</b>
1.	The right to life, liberty, Personal Security	
2.	Freedom from torture	
3.	A fair trial	
4.	Freedom of speech	
5.	Freedom of religion	
6.	Health, education and an adequate Standard of living	

**Activity :**

Collect pictures of monuments built by Ashoka and paste them in your scrapbook.



**For Practice**



Lesson  
**13**

## INDIA : FROM 200 B.C. – 300 A.D.

### 1. The Deccan

The area South of the Vindhya mountain and the river Narmada is called the Deccan. In ancient times it was known as Dakshinapatha.

The most important successors of the Mauryas in the Deccan were the Satavahanas who ruled for nearly 300 years (first century B.C. to A.D.220).

#### 1.1. Satavahanas:

Gautmiputra Satakarni, the greatest Satavahana ruler, ruled from A.D. 106 and A.D. 130. He was a great conqueror and also was described as the Lord of the west. Gautmiputra Satakarni's successor, his son Vasishthiputra Palumavi ruled from 130 to 154 A.D. He set up his capital at Pratishihana in the Aurangabad district of Maharashtra.



Fig. 13.1 Gautmiputra Satakarni

Yajnasri Shatakarni was the last great ruler of Satavahanas. He encouraged trade and sent naval expeditions to Malaya. After his death the Satavahana dynasty declined and came to an end in 220 A.D.

#### 1.2. Achievements of Satavahanas:

##### Administration:

The king was regarded as the upholder of dharma and was believed to possess divine power/attributes. The empire was divided into provinces. The province was governed by the senapati. The provinces were divided into districts called Aharas under officials called Amatyas and Mahamatyas. The rural areas were administered by goulmikas.

#### 1.3 Economic Condition:

The Satavahanas laid roads to connect the towns and villages. They encouraged both internal and foreign trade. There were ports on both the western and the eastern coast of the Satavahanas kingdom. The ports became the centers of foreign trade with countries like Arabia, Iran, Egypt, Burma (Myanmar) and Malaya. Wine, copper, tin, glass and precious stones were imported. The exported goods brought gold and silver coins in return.

### 1.4 Religion:

The Satavahana rulers followed Hinduism. The main deities worshipped were Vishnu and Shiva. The merchants were followers of Buddhism.

### 1.5 Art and Architecture:

The Satavahana patronised rock-cut architecture and cave temples in the western Deccan. The Chaityas are halls at Karle near Pune are the most famous among these. Chaityas were prayer or



Fig. 13.2 Inside image of Chaitya hall at Karle

meeting halls for Buddhist monks built close to rock-cut Viharas. A vihara consisted of a hall with a doorway opening into a verandah.



Fig. 13.3 The remains of Stupa at Amaravati

The Satavahana also built a number of stupas. The stupa at Amaravati is more beautifully decorated than the one at Sanchi. It has curved panels depicting the entire story of the Buddha's life. Stupas were also built at Ghantasala and Nagarjunakonda in the Godavari Delta, but they have not survived.



Fig. 13.4 Stupa at Nagarjunakonda

## 2. Megalithic Culture of the Deccan and South India

The discovery of iron in the second millennium B.C. is considered to be a major landmark in the development of civilization in India. Iron being harder than copper and bronze was the most suitable metal for a variety of purposes. It became popular very quickly and people started using it for making agricultural implements, weapons and utensils. In the Deccan and South India the use of iron started around 1200 B.C. The people who used it were known as the **Megalith Builders** after a peculiar custom adopted by them to bury their dead. Megalith means large stone. They buried their dead and encircled their graves with large stones to give it a shape of an enclosure. Such graves have been found in the other parts of the world also. Probably they believed that the dead went to another world and would need their belongings in the next world. Therefore articles of the personal use of the dead like pottery weapons and some implements were buried along with them. The archaeological discoveries of things help us to know about their culture.

The remains of the Megalithic period have been discovered from several places in the south such as Inamgaon, Takalghat, Mahurjhari in Maharashtra and Maski, Kopbal and Brahmagiri in South India. The pottery used by these people is of black and red colour and is known as 'black and red ware'. They consist of a variety of pots and vessels and many of them were wheel made. Some very big pots full of ash and bones have been discovered in Tamil Nadu.

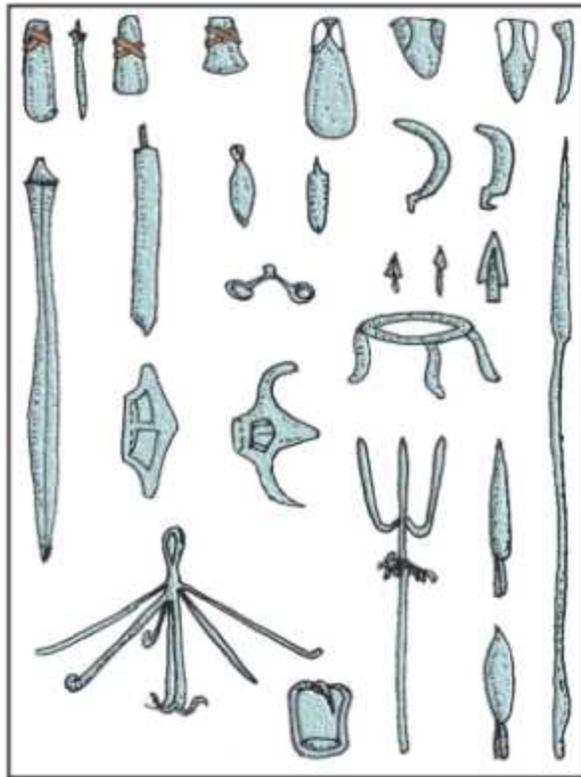


Fig. 13.5 Iron tools of Megalithic period

The people practised both hunting and agriculture as their profession. The discovery of implements like sickle, axe, spade, etc. and rice show the knowledge of agriculture. However, the weapons like spears, daggers and arrowheads are larger in number and indicate that hunting was more popular.

### 3. South India :

#### 3.1. The Cholas :

Cholamandala (coromandala) Kingdom of Cholas was situated in the Kaveri delta and Uryur was the capital (modern Tiruchirapalli). A famous chola king Karikala won many victories over the neighboring **Cheras** and **Pandyas**.

#### 3.2. Pandyas :

The Capital of the Pandya kingdom was Madurai. The Pandya was celebrated for its pearls. Nedunchezyan, a renowned Pandya ruler, was probably one of the patrons of the great literary assemblies held at Madurai.

#### 3.3. Cheras :

The Chera Kingdom of Keralaputra comprised the narrow strip of the land between the sea and the western ghats. It includes the Malabar, Cochin and Modern Travancore. Its Capital was Vanji.

Nidunjeral Adan and Senguttuvan were two great rulers. It seems that the Cheras had contacts with Rome and Egypt as early as the first century A.D.

### 3.4. Trade :

All the three kingdoms traded with Egypt, Arabia, and the Roman empire on the west and with Malaya and China on the east. Tondi, Muziris, Kaveripattinam, Arikamedu and Karkai were some of the trade centers which prospered due to overseas trade. Goods like spices, precious stones ivory, pearls, silk, muslin, fine cotton textile and birds and animals like peacocks and monkeys were exported. The Romans bought the Indian goods with pure gold. The Roman gold made the south Indian kingdoms very rich.

### 3.5. Life of the People :

Most of the people lived in villages in south India. The main occupation was agriculture. The royalty and rich people lived in the interior parts of the towns. Many of merchants and craftsmen lived along the coasts. The people had to pay taxes on their trades and crafts. Music, dancing, poetry recitations and gambling were popular forms of amusement. Musical instruments like pipes, flutes, string instruments and drums were in use.

### 3.6. Religion :

Religious ideas from the North, such as the worship of the vedic gods and the doctrines of Buddhism and Jainism were known to the people of the south. The majority of the people, however, continued to worship their own gods and goddesses. Murugan known as Kartikeya in the north , was the most popular god in the South. A large section of coastal people also worshipped sea gods.

### 3.7. Christianity :

In the first century A.D. a new religion Christianity which arose in western Asia, was brought to India. It had been preached by Jesus Christ. It was based on the earlier jewish religion which taught the worship of a single god. Christianity in various forms spread all over Europe where it become the dominant religion. In India Christianity first spread among the people of the Malabar Coast and Chennai. Inscriptional evidence shows that by the seventh century there were Christian-Indian Communities living in Kerla.

## 4. North India

We have referred to Alexander in the previous chapter. After his return in B.C. 326 he left behind his governors and viceroys to rule over his conquered territories. They got settled here and in the border land of India after the fall of the Mauryas. **Demetrius** was one of them. The other famous invader was **Menander** who invaded India in the time of Pushyamitra Sunga. He occupied Punjab (including modern

Pakistan) and parts of Kashmir and became a Buddhist. He is remembered as king Milinda in the Buddhist literature.

**4.1. The Sakas : Scythians**, also known as the **Sakas** were another people who came from Central Asia as invaders and settled down in India. The early Scythians had their establishments in north-west Punjab, Mathura in U.P. and Central India but ultimately Western India including Gujarat and region of Ujjain in Madhya Pradesh became their stronghold. Rudradaman I who ruled in the second century A.D. was very famous Saka ruler. Chandragupta II Vikramaditya of the Gupta dynasty brought their rule to an end in the end of fourth century A.D.

**4.2. The Pallavs : Parthians** who are also known as **Pallavas** were another foreign people who came to India from Iran. **Gondopharns** was their most important ruler, who issued a large number of copper coins. The Parthian rule was confined to the Punjab and western U.P. After Gondophares' death the Pallava rule came to an end and they slowly got merged in Indian population.

**4.3. The Kushanas:** The **Kushanas** were the most important central Asian people to come and settle in India. They originally lived on the borders of China and gradually migrated westwards and came to Afghanistan in the first century B.C. Their king **Kujula Kadphises** extended his rule to Punjab. **Kanishka** was their most famous ruler. He ruled from A.D. 78 to 102. He was a great conqueror. His empire extended up to Bihar and included areas of Central India, Gujarat, Sind and Punjab (in Pakistan), Afghanistan and Bactria. He also fought a war with Chinese general **Pan Chao**.



Fig. 13.6 Headless statue of Kanishka

Kanishka, like Ashoka, was a follower of Buddhism. He called a conference of Buddhist scholars at Kundalvana in Kashmir known as **Fourth Buddhist Council**. He built a large number of Buddhist Stupas and monasteries. Kanishka had many Buddhist scholars like **Asvaghosha** in his court. He was also very fond of arts and many beautiful statues of the Buddha were made in his time. Gandhara in north-west Pakistan became famous for Buddhist art that had Greek and Indian features. It is called Gandhara art. Likewise Mathura also became a centre of art and produced several beautiful sculptures during the Kushana period. The worship of the statues of the Buddha was also permitted in his time. Kanishka issued large number of gold and copper coins. He is known as a great ruler in Indian history.



Fig. 13.7  
Image of Buddha  
at Gandhara

Several Kushana kings such as Vasishka, Huvishka and Vasudeva ruled after Kanishka but they were not very important. The Kushana rule came to an end in the third century A.D.

### Points to Remember

1. Gautmiputra Satakarni was great Satavahana ruler.
2. Cholas, Pandyas and Cheras were three famous kingdoms of Southern India.
3. Kanishka was the famous king of Kushan dynasty.

### EXERCISE

#### A. Answer the following questions :

1. Who was the first great Chola ruler and what were his achievements?
2. Write about the life of people in South India during the period 200 B.C. to 300 A.D.
3. Write about the burial system of the Megalithic culture.
4. Who were Demetrius and Menander?
5. What do you know about the Sakas?
6. Write a note about Kanishka.

**B. Fill in the blanks :**

1. Gautamiputra Satakarni ruled from \_\_\_\_\_ to \_\_\_\_\_ A.D.
2. The Satavahanas laid \_\_\_\_\_ to connect the towns and villages.
3. Satavahanas rulers were the followers of \_\_\_\_\_ .
4. \_\_\_\_\_ was the capital of the Pandya kingdom.
5. Pallavas were called \_\_\_\_\_ in English.
6. \_\_\_\_\_ was the famous king of Kushan dynasty.

**Glossary :**

Aharas, Black and red ware, Parthians, Gandhar art

**C. Match the columns :**

- |                                      |                             |
|--------------------------------------|-----------------------------|
| 1. Gautmiputra Satakarni's successor | (a) Yajnasri Satakarni      |
| 2. Satavahanas's last great ruler    | (b) Vasishthiputra Pulamayi |
| 3. Black and red vessels             | (c) Pottery                 |
| 4. Sickle and spade                  | (d) Kushan King             |
| 5. Menander                          | (e) Chinese General         |
| 6. Kujula Kadphises                  | (f) Indo-Greek invader      |
| 7. Pan Chao                          | (g) Buddhist scholar        |
| 8. Asvaghosha                        | (h) Tools                   |

**D. Write 'true' or 'false' in the brackets given after each statement :**

1. The most important successors of the Mauryas in the Deccan were the Satavahanas. ( )
2. Gautmiputra Satakarni ruler, ruled from A.D. 106 to 131 A.D. ( )
3. Music, dancing, poetry recitations and gambling were popular forms of amusement. ( )
4. Sakas were not defeated by the Chandergupta II Vikramaditya. ( )
5. Gendopharns was a Schythian King. ( )
6. Kanishka Called the fourth Buddhist council. ( )
7. Huvishka was a Pallavas King. ( )



## THE GUPTA : EMPIRE (From 300 A.D. to 600 A.D.)

With the decline of the Kushanas in the third century A.D., the northern India was divided into several small independent states. One such state in eastern U.P. was that of the Guptas founded by **Maharaja Gupta**. His grandson **Chandragupta I** was the first great king of this family who came to throne in A.D. 319. He married a **Lichchhavi** princess **Kumaradevi** and expanded his kingdom to include Magadha in it. Their son **Samudragupta** was the greatest conqueror of the dynasty.

### 1. Great Gupta Rulers

**1.1 Samudragupta** was nominated to the throne by his father Chandragupta I. Throughout his rule of about thirty-five years he conquered a very large number of kings and made others to submit to his authority. A detailed account of his achievements written by his court poet Harishena is recorded on a stone pillar at Allahabad.

He defeated eight kings of northern India called **Aryavarta** and annexed their kingdoms to the Gupta Empire. He led a campaign of conquest in South India (**Dakshinapatha**) and defeated twelve kings. But he returned their

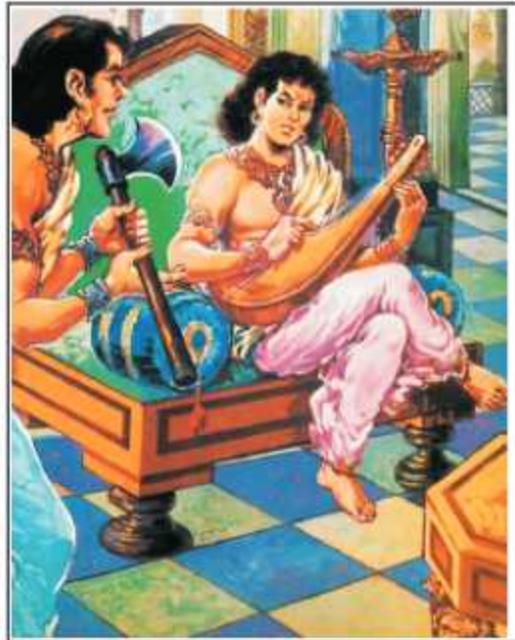


Fig. 14.1 Samudragupta

kingdoms to them after they accepted his suzerainty. Several other border kingdoms and republican states also accepted his authority. Amongst these were included the Madrakas of Punjab and **Yaudheyas** of Punjab and Haryana. Some foreign powers like the Sakas of Western India, the Kushanas of Gandhara (North-Western Frontier Province, Pakistan and parts of Afghanistan), Sri Lanka and some others also submitted to Samudragupta by entering into treaties with him.

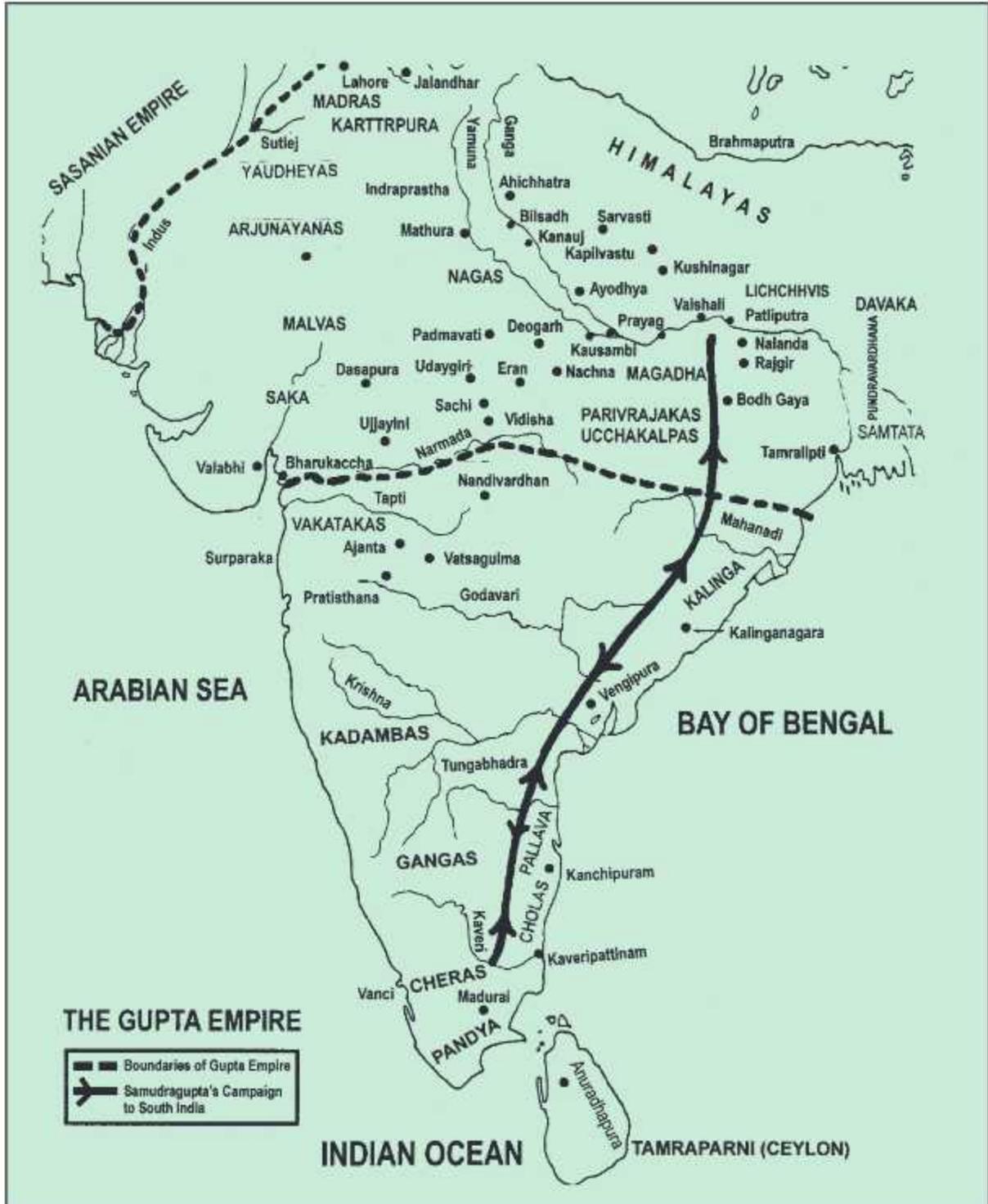


Fig. 14.2 The Gupta Empire

Samudragupta was a great warrior and ruler. He performed a horse sacrifice (Asvamedha), symbolic of universal rule. He was also a great poet and musician. He issued many types of beautiful gold coins. On some of his gold coins he is shown playing on lyre (vina), a musical instrument like sitar. There were several scholars and artists in his court. Samudragupta helped the poor and needy people.

### 1.2. Chandragupta II Vikramaditya:

You might have heard several stories about a famous king Vikramaditya of Ujjaini and his nine gems. He was no other than Chandragupta II, son of Samudragupta. The stories that have been attached to his name may not be completely true or belong to him but they show that he was a very popular hero among the kings of ancient times. He ruled approximately from 380 A.D. to 412 A.D. His biggest conquest was over the Sakas of Western India, which brought an end to the foreign rule in this country. The famous iron pillar standing near Qutb Minar at Delhi was put up by him. It has an inscription engraved on it, which tells us about his achievements. According to this inscription he defeated a group of kings in Bengal, his fame had spread in South India and he crossed the river Indus and west up to Bactria in Northern Afghanistan to conquer that region. Probably he defeated the barbarian Hunas over there.

Chandragupta II issued a very large number of coins in gold, silver and copper. His gold coins are very beautiful and tell us about his various achievements and personality. He was a devotee of Vishnu but respected all other religions. He had adopted the title of Vikramaditya that means 'Sun of Valour'.

**1.3. Skandagupta**, the grandson of Chandragupta II, who ruled from A.D. 454 to 467 A.D., was another great ruler of this dynasty. He defeated the Hunas, who had invaded India soon after he ascended the throne, and pushed them out of the country. He also defeated the people called **Pushyamitra**. After Skandagupta, the decline of the Gupta Empire started. There were several Gupta kings after Skandagupta but they were not very powerful. Many of their subordinate rulers gradually became independent and the invasions of foreigners like the Hunas brought an end to their rule about 550 A.D.

## 2. Administration:

The king was the highest authority during the Gupta period. He administered the country with the help of ministers and several high officials. The empire was divided into several provinces called **Bhuktis**, which were governed by officials known as **Uparika** maharajas. The districts were called **Vishayas**. Then there were cities and towns. Pataliputra (Patna) was the imperial capital.

Like the modern day I.A.S. officers there were high government officers called **Kumaramatyas**. They were appointed at various posts like the foreign minister, commander-in-chief, chief chamberlain and so on. The Gupta administration was very well organised and efficient.

### 3. Society:

People during this period were prosperous and happy. Fa-hien a Chinese traveller, who visited India during the rule of Chandragupta II, has written that people were happy and honest. There was no crime or theft. People did not even lock their houses when going out. Taxes were light. Most of the people were vegetarian. The caste system had become rigid and one could not change caste.

Why did the people not lock the houses?

### 4. Economic Life:

We have already mentioned above that people were prosperous and taxes were light. The articles of daily need were cheap and most of the common people used only cowries or copper coins to buy things. Yet the largest number of gold coins called **Dinaras** were issued during this period. The Gupta gold coins are not only beautiful pieces of art, they also indicate that large scale trade was done within the country and with foreign lands also. Trade and cultural relations with countries of South-East Asia such as Myanmar (Burma), Thailand, Malaysia, Vietnam, Indonesia etc. were very strong. Even China and Central Asian countries as also the European countries had trade relation with India.

What were the gold coins called?



Fig. 14.3 Coins of Gupta Kings

Agriculture was the main profession of the people. Besides this cattle-breeding, manufacture of goods, trade and commerce were other well-known professions. There were guilds or unions of bankers, merchants, traders and manufacturers they managed the affairs of their respective professions.

## 5. Art and Literature:

Best pieces of art and literature were produced during the Gupta period. The famous Sanskrit poet **Kalidasa** wrote several dramas and poems. His play **Sakuntala** and his poem **Meghaduta** are very famous. Other writers of the period were Amarasimha, Sudraka, Dandin, etc.



Fig. 14.4 Image of Vishnu God at Udaigiri (U.P.)



Fig. 14.5 Khajuraho Temple

Mathura became the famous centre of art during this period and produced most beautiful statues of the Buddha, Jain and Hindu gods and goddesses. Sarnath near Varanasi in U.P. was also famous for good sculptures.

Many beautiful temples were also made during this period. The temples of **Deogarh** in Madhya Pradesh and **Bhitari** near Kanpur are very famous. The world famous Ajanta caves near Aurangabad in Maharashtra, with beautiful paintings in them were also made during this period. The kings made these caves for the residence and worship of Buddhist monks. The famous **Stupa of Sanchi** was also rebuilt during the Gupta period.

## 6. Science and Technology:

Under the patronage of the Gupta science and technology also made tremendous progress. Famous scientist **Aryabhata** wrote his book **Aryabhattiyam**. In this book we are told that the earth moves around

the sun and also how solar and lunar eclipses occur. In mathematics the use of decimal system was known in this period. From India it was borrowed by the Arabs and from there by the Europeans. Many other books on mathematics, astronomy and other sciences were written during this period.



**Fig. 14.6** The Iron Pillar at Mehrauli

The iron pillar standing near Qutb Minar in Delhi was made during this period. This 23 feet high and seven and a half tons heavy pillar was made of pure iron. It is standing in the open for sixteen hundred years. Still there is no trace of rust on it. Another seven and a half feet tall bronze statue of the Buddha was made at Sultanganj in Bihar. Presently it is in the Birmingham Museum in England, where the British had taken it. All this shows that the Gupta period was very advanced in every sphere of life. That is why it is called the Golden Age of India.

### **Points to Remember**

1. Samudragupta was a great warrior and ruler. He performed a Asvamedha. He was a great poet and musician. He issued many gold coins.
2. Chandragupta-II was a famous king. He ruled from 380 to 412 A.D. He adopted the title of Vikramaditya. He conquered the sakas in the west India.
3. Chandragupta was the devotee of Vishnu but respected all other religions.
4. Literature, art, science and architecture made tremendous progress during the Gupta regin.

### EXERCISE

#### A. Answer the following questions :

1. Write about the conquests of Samudragupta.
2. What do you know about Chandragupta Vikramaditya?
3. Write a note on Kalidasa.
4. What do you know about the economic life during the Gupta period?
5. Why is Gupta period called the Golden Age of India?

#### B. Fill in the blanks :

1. Samudragupta was a great \_\_\_\_\_ and \_\_\_\_\_.
2. Chandragupta-II issued a very large number of coins in \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
3. Gupta Empire was divided into many provinces which were called \_\_\_\_\_.
4. The districts were called \_\_\_\_\_.
5. \_\_\_\_\_ and \_\_\_\_\_ poem written by Kalidas are very famous.

#### Glossary :

Bhuktis,  
Uparika Maharajas  
Vishayas  
Kumaramatyas  
Decimal  
Guild  
Nigam  
Shrenis

#### C. Match the columns :

- |                 |                   |
|-----------------|-------------------|
| 1. Aryavarta    | a. Punjab         |
| 2. Madrakas     | b. Northern India |
| 3. Iron Pillar  | c. officer        |
| 4. Kumaramatyas | d. Delhi          |

#### D. Write 'true' or 'false' in the brackets given after each statement :

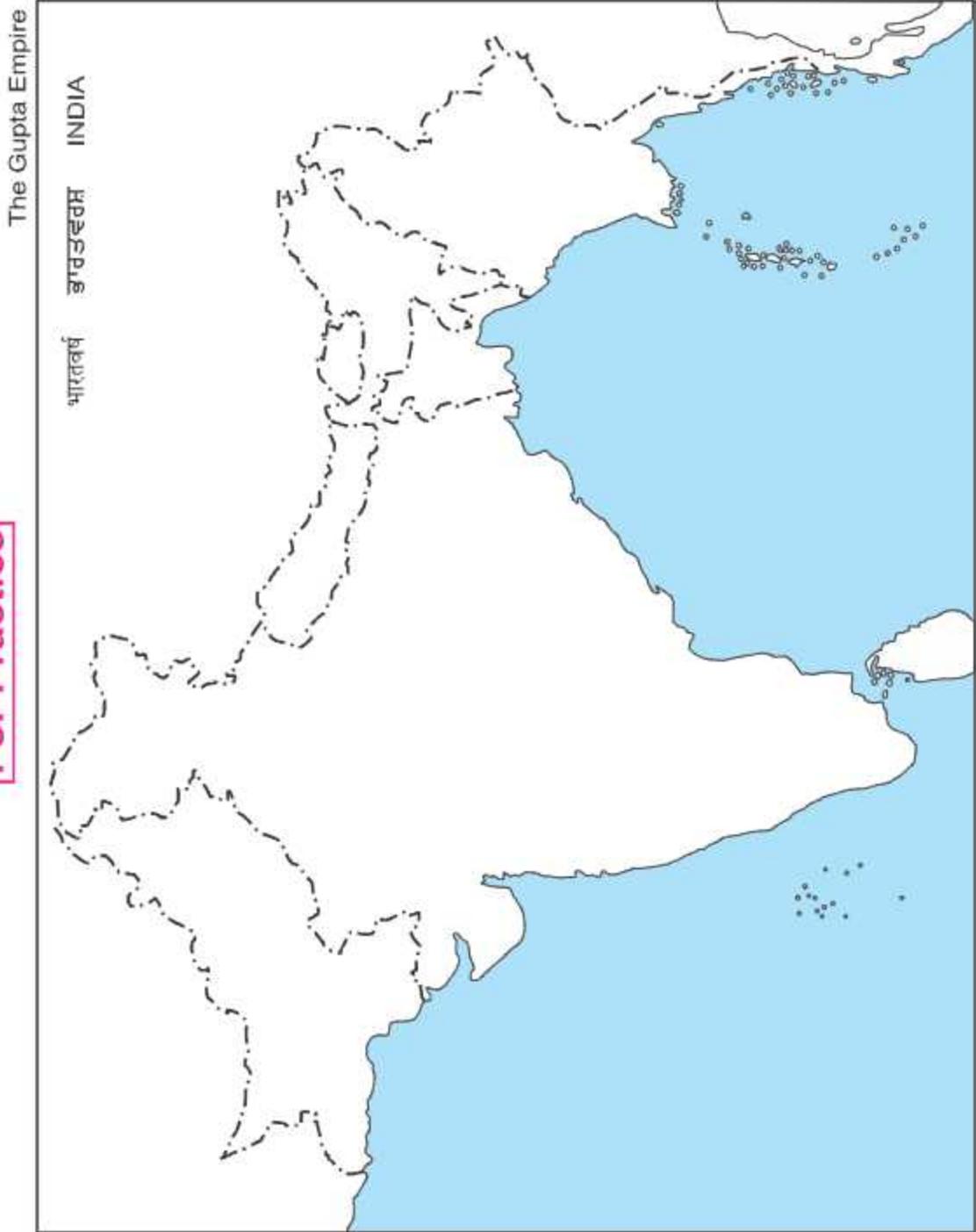
1. Maharaja Gupta was the first Gupta king. (    )
2. Vikramaditya was the title of Samudragupta. (    )
3. Yaudheyas were ruling in South India. (    )
4. Fa-hein was a Greek writer. (    )
5. Guptas issued gold coins. (    )
6. Aryabhata was a famous scientist. (    )

#### Activities :

1. Show the extent of the Gupta empire on the map of India.
2. Collect pictures of the works of the art of Gupta age and paste them in your scrapbook.



**For Practice**



Lesson  
**15**

## THE PERIOD OF HARSHAVARDHANA (600-650 A.D.)

On the ruins of the Gupta empire rose several small independent states in northern India after 550 A.D. The Maukharis of Kanauj, the later Gupta of Magdha, the Maitrakas in Gurjarat and Sasanka in Bengal were some of them. One important dynasty amongst these were **Pushyabhutis** who started their rule in the region of Kurukshetra in the present day Haryana. Their capital was at **Sthaneshvara**, modern Thanesar.

### 1. Harshavardhana:

Harshavardhana was the most important ruler of the Pushyabhuti dynasty. He ascended the throne in 606 A.D. after the untimely death of his elder brother. Harshavardhana's elder brother Rajyavardhana and his sister's husband the Maukhari ruler Grahavarman of Kanauj were killed by Sasanka the king of Bengal with the help of the king of Malava. Harshavardhana shifted his capital from Thanesar to Kanauj and became the joint ruler of both the states. He vowed to take revenge of their death and was able to conquer Bengal and kill Sasanka after some years. He conquered many other territories also and became the most powerful ruler of entire northern India. He also led a military campaign against the South Indian king Pulakesin II of Chalukya family but could not be successful.



Fig. 15.1 Harshavardhana

An account of Harshavardhana's achievements is recorded by his court poet **Banabhatta** in his biography named **Harshcharita**. The famous Chinese Buddhist scholar **Hieun Tsang** visited India during the time of Harsha and was the royal guest in his court. Harshavardhana himself was a great scholar and is said to have written three plays in Sanskrit named **Priyadarshika**, **Ratnavali** and **Nagananda**. Harsha was a follower of Shaivism but he respected other faiths also. He had special respect for Buddhism and convened an assembly of Buddhists

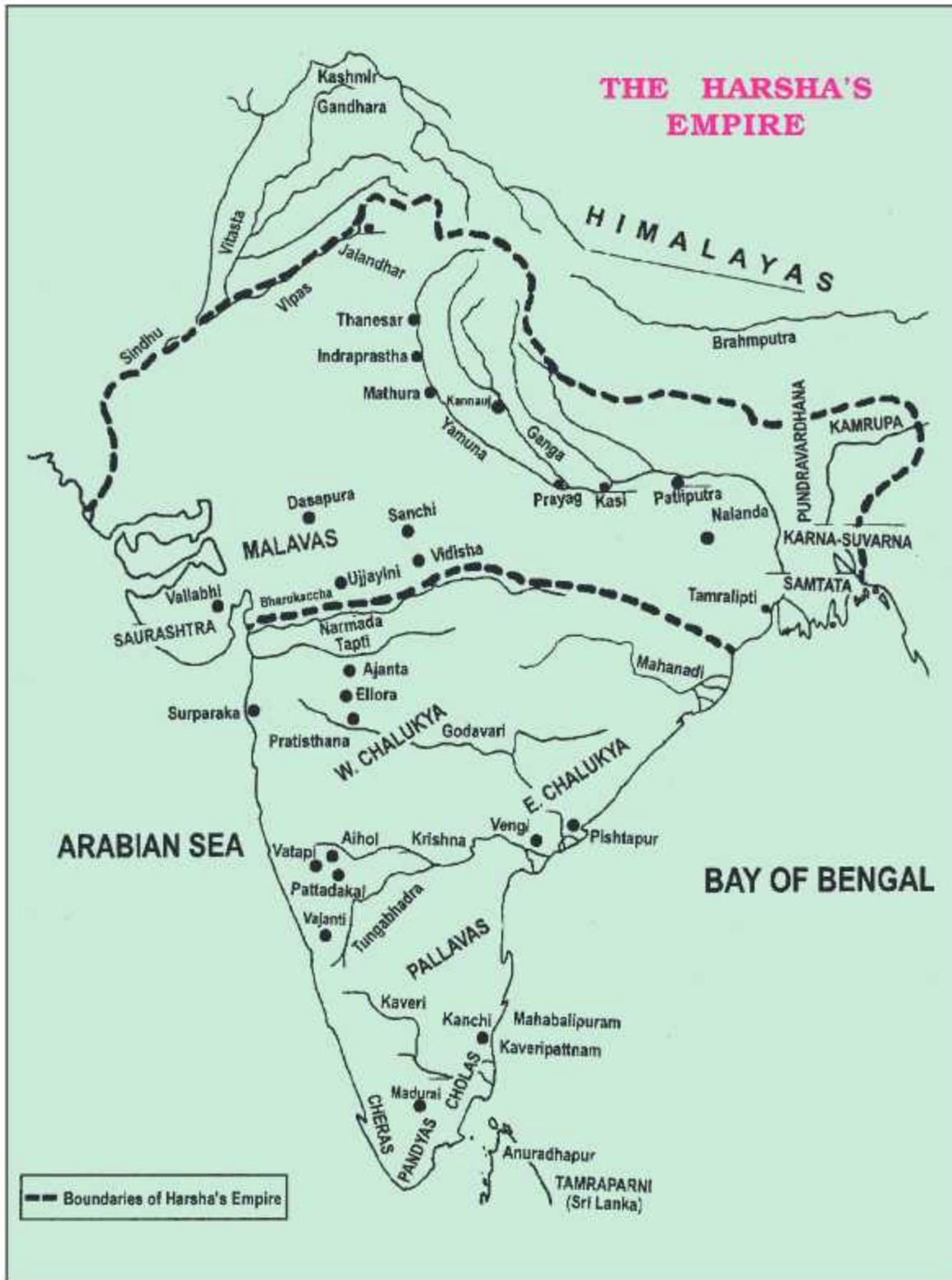


Fig. 15.2

at Kanauj under the presidentship of Hieun Tsang. He also held assemblies at Allahabad every five years. In one such assembly he is said to have given away all his wealth in charity. Harshavardhana died about 647 A.D. and the rule of his dynasty came to end.

Banbhatta's Harshcharita and an account of chinese traveller, Hieun Tsang are the famous sources of information about Harsha's period.

### 1.1 Administration:

Administrative system continued like that of the Gupta period, as you have read in the previous chapter. **Kumaramatyas** continued to be important officers. Besides Mantris (ministers) we also hear of Dutaka (messenger), Ayukta (District officer), Senapati (commander of army) and others. Justice was imparted to all. Taxes were light.

### 1.2 Social and Economic life:

We learnt from Hieun Tsang and Banabhatta that agriculture was the main occupation of people at that time. Besides that cattle breeding was also done. Traders and craftsmen lived mostly in towns. People paid taxes regularly to the king both in cash and kind.

The people were peaceful and simple but the law and order situation was not as good as in the Gupta period. The caste system was rigid. Most of the people were vegetarian. People of all the religions loved and respected each other. Nalanda in Bihar was the famous university and very big centre of learning during this period. Students came to study here from far off places and foreign countries. Hieun Tsang also studied here for some time. Harshavardhana had donated the income of about 200 villages for this university.



Fig. 15.3 Ruins of the Nalanda (Bihar) University

Northern India was again divided into a large number of small states after the death of Harshavardhana.

### Case Study: The Glory of Ancient Nalanda

Ancient India was regarded as a road model in education for the world through its unique model of established universities of excellence to mould the character of its citizens.

True to its name Nalanda, which means 'giver of knowledge', Nalanda University was a no-cost residential University that attracted global students from China, Indonesia, Korea, Persia, Japan, Sri Lanka, Tibet and Turkey for nearly 700 years between 6th century to 13th century.

The students adopted and lived as world citizens by imbibing concept of '**Vasudhaiva Kutumbakam**' that means the whole world is one family.

Since the university was open to all seekers of knowledge irrespective of country, sect, religion and belief, the university became a melting pot of collective wisdom and knowledge of humanity, philosophy, arts and Sciences.

Admission to Nalanda was strictly based on merit and the aptitude of the students. Female and male students were admitted and given separate accommodation. According to the Chinese scholars Hiuen-Tsang and I-Tsing, there was not a single case of Misbehaviour or breach of rules and regulations even though there were scholars of both genders belonging to different nations.

#### Questions for discussion:

1. What is the concept of **Vasudhaiva Kutumbakam** and how was it relevant at Nalanda?
2. Why was Nalanda considered as a great learning place for girls and women?

### Points to Remember

1. The Harshavardhana was the most famous ruler of the Pushyabhuti dynasty. He made Kanauj his capital. He killed Sasanka king and conquered Bengal. He defeated king Pulakeshin-II of Chalukya dynasty.
2. Hiuen Tsang a famous Chinese visited India during the time of Harshavardhana was the royal guest in his court.
3. Harshavardhana held two assemblies at Kanauj and Paryag and gave donation to the religious persons.
4. Harshavardhana died about 647 B. C. and rule of this dynasty came to end with the arrival of Pushyabhuti dynasty.

<b>EXERCISE</b>
-----------------

**A. Answer the following questions :**

1. What do you know about Hieun Tsang?
2. Write a note about Harshavardhana.
3. What do you know about the society of this period?
4. Write about the administration of Harshavardhana.

**B. Fill in the blanks :**

1. Harshavardhana made \_\_\_\_\_ his capital.
2. \_\_\_ a famous chinese visited India during the reign of Harshavardhana.
3. Harshvardhana was a follower of \_\_\_\_\_ .
4. An account of Harshvardhan's achievement is recorded by his court poet in \_\_\_\_\_ book.
5. An account of Harshavardhana tells us that he donated the income of about \_\_\_\_\_ villages for Nalanda University.

**C. Match the columns :**

- |                 |                     |
|-----------------|---------------------|
| 1. Pushyabhutis | a. Writer           |
| 2. Hieun Tsang  | b. Kurukshetra      |
| 3. Banabhatta   | c. Chinese traveler |
| 4. Dutaka       | d. Messenger        |

**D. Write 'true' or 'false' in the brackets given after each statement :**

1. Harshavardhana ascended the throne in 606 A.D. ( )
2. Pulakesin II was king of Bihar. ( )
3. People did not pay any taxes to the king. ( )
4. Most of the people were vegetarian. ( )
5. Rajyavardhana was the father of Harsha. ( )

**Activity :**

Draw a sketch map of India and indicate; Thanesar, Kanauj, Nalanda, Vatapi, Ellora.



**For Practice**

The Harsha's Empire



Lesson  
**16**

## THE CHALUKYAS AND THE PALLAVAS

### 1. The Chalukyas:

The Chalukyas came to power in the Deccan in the early 6th century A.D. Pulakeshin I and his son Kirtivarman were their early notable kings. Vatapi (modern Badami) in Bijapur district of Karnataka was their capital city. The most famous ruler of this dynasty was **Pulakeshin-II**. He conquered many areas in South India and defeated the Pallavas of Tamil Nadu. We have already noted in the last chapter that Harshavardhana could not succeed against this ruler. The famous Chinese traveller Hiun Tsang visited his kingdom in 641 A.D. He has praised the power and qualities of **Pulakeshin-II**. In a painting in the Ajanta Caves Pulakeshin is shown as receiving an ambassador from Iran. Pulakeshin II died in 642 A.D. after his defeat at the hands of the Pallava ruler Narasimhavarman-I. The Chalukyas were ultimately defeated by the Rashtrakutas in the middle of the eighth century.



Fig. 16.1 Kirtivarman

Hiun-Tsang, the Chinese traveller, visited south India during the reign of Pulakeshin-II at Vatapi. Then the Kingdom was at its zenith. He wrote an account about life, administration, economic and religious condition of the Chalukya Kingdom.

#### 1.1. Art and Religion :

The Chalukyas were great patrons of art and built many famous temples at Aihole, Vatapi and Pattadakal. The Virupaksha and the

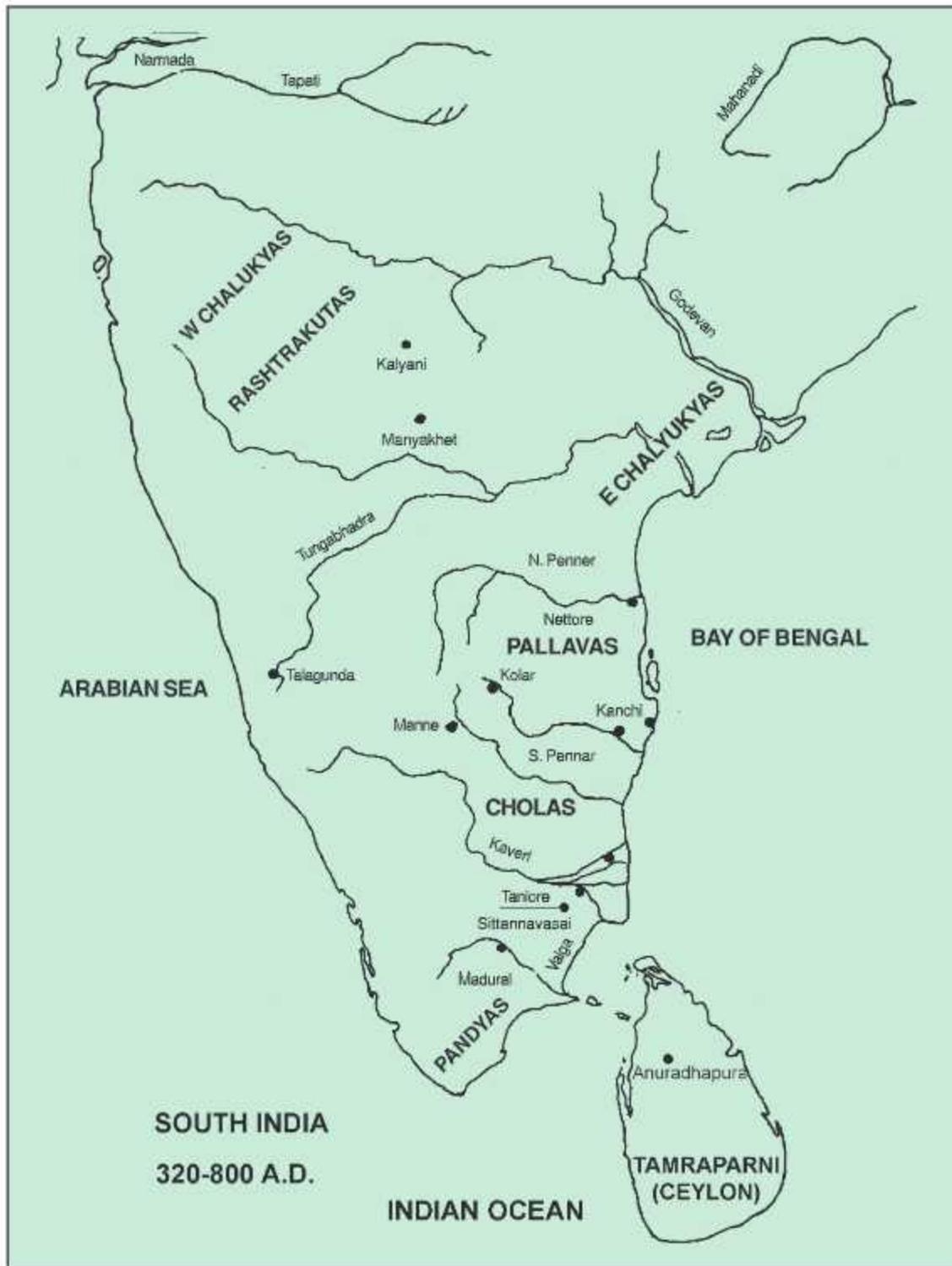


Fig. 16.2 South India (320-800 A.D.)

Pampanatha temples are most famous. These temples were dedicated to Hindu gods Brahma, Vishnu and Siva and had beautiful panels of scenes from the Ramayana story. They also got beautiful cave temple constructed at Badami which are known for their artistic carvings. The Chalukyas also patronised Jainism and made donations to Jain saints.



Fig. 16.3 The Virupaksha Temple at Pattadakal

## 2. The Pallavas:

The Pallavas were ruling in Tamil Nadu and parts of Andhra Pradesh. They had their capital at **Kanchipuram** near Chennai in Tamil Nadu. The Gupta ruler Samudragupta defeated one of their early rulers Vishnugopavarman. The Pallavas became very powerful in South India when a new dynasty was established by **Simhavarman** in the last quarter of the 6th century A.D. His son **Mahendrarvarman-I** was a powerful ruler. He was involved in a long struggle with the Chalukya king Pulakeshin-II. He was very fond of painting, dancing and music. His son Narasimhavarman-I was a powerful ruler. By defeating the Chalukyas he avenged the defeat of his father. He also sent two expeditions against Sri Lanka and was successful. The Pallavas were ultimately defeated and ousted by the Cholas in the 9th century A.D.

The age of Pallavas of Kanchi is memorable in the political and cultural history of India. They established a great empire.

### 2.1. Art and Religion:

The Pallavas were great patrons and lovers of art and architecture. They got several rock temples excavated at Mahabalipuram on the seacoast. Some of them are called the Rathas (chariots) and are named after the Pandavas of the Mahabharata. Another Pallava temple at Mahabalipuram is known as the **Shore temple**. At their capital city Kanchi they constructed the famous temple named **Kailasanath**.

Besides the sculptures of gods and goddesses statues of the Pallava kings and queens were also made in these temples.

The Pallava rulers were mainly followers of Jainism and Saivism but were tolerant towards other religions. Hieun Tsang visited Kanchi in 642 A.D. and tells that Buddhism, Jainism and Hinduism flourished side by side. Kanchi was also a great centre of learning and many scholars lived there. Two important books **Manimekhalai** and **Shilpadikaram** were written during this period. The temples were not only for worship but were also centres of social activities and education. The Pallava rulers patronised scholars and also arts like music, dancing and painting.



Fig. 16.4 The Rathas Temple at Mahabalipuram



Fig. 16.5 The Shore Temple at Mahabalipuram

### Points to Remember

1. Pulkeshan-II and Kirtivarman were the famous rulers of Chalukyas dynasty.
2. Chalukyas rulers were patrons of Jainism.
3. Chalukyas rulers constructed many famous temples at Alhole, Vatapi and Pattadkal.
4. Simhavarman established a new Palava dynasty in 6th century.
5. The famous chinese traveler Hieun Tsang visited Kanchi in 641 A. D.
6. The Pallava rulers palronized scholars, music, dancing and painting.

### EXERCISE

#### A. Answer the following questions :

1. What do you know about the Chalukyas of South India?
2. Write a note about the temples of the Chalukyas.

3. What do you know about the Pallavas?
4. Write about the art and architecture of the Pallavas.

**B. Fill in the blanks :**

1. \_\_\_\_\_ and \_\_\_\_\_ were the famous rulers of Chalukyas dynasty.
2. Chalukyas rulers were the famous patrons of \_\_\_\_\_.
3. \_\_\_\_\_ founded Pallava dynasty.
4. Pallavas had their capital at \_\_\_\_\_ near Chennai in Tamil Nadu.
5. Pallavas were a great lover and patrons of \_\_\_\_\_ and \_\_\_\_\_.
6. Pallava rulers were mainly followers of \_\_\_\_\_ and \_\_\_\_\_.

**C. Match the columns :**

- |                      |                      |
|----------------------|----------------------|
| 1. Persian ambassdor | a. Chalukya temple   |
| 2. Virupaksha        | b. Pulakeshin II     |
| 3. Mahabalipuram     | c. Pallava king      |
| 4. Mahendravarman    | d. The Rathas Temple |

**D. Write 'true' or 'false' in the brackets given after each statement :**

1. Pulakeshin-II fought with Harshavardhana. ( )
2. Aihole and Pattadkal are known for Seashore. ( )
3. Kanchipuram was the capital of the Chalukyas. ( )
4. Kailasanath temple was built by the Pallavas. ( )

**Activity :**

Collect pictures of the famous rock-cut temples of the south India.



**For Practice**

South India 320–800 AD



### 1. India's relation with the Western Countries:

From ancient period a distinct culture evolved in India. Each period of history and almost every reign of subcontinent contributed in its own way to which this culture India's Culture became the identify of Indians. They carried it with them which they traveled other countries.

India had contact with the outside world from the very beginning. Both cultural and trade relations with other countries existed in ancient times. There is evidence to show that the people of the Indus Valley Civilisation had trade relations with Mesopotamia, Egypt and other countries. Contacts with Europe developed further after the invasion of Alexander in the fourth century B.C. Indian luxury goods like fine clothes, jewellery, inlaid work, precious stones, perfumes, muslin, ivory goods and spices were in great demand in Western countries especially in Greece and Roman Empire. They were regularly exported from India.

During the Satavahanas period, from the second century B.C. onwards, there was a brisk sea-trade between South India and Rome. There were several important ports and harbours along the seacoast of India. Some of them like, Kaveripattanam, Mahabalipuram, Puhar and Korkai were in extreme south and Suraparaka and Bhriugukachehha were on the western coast of India. Besides the Indian goods, India exported articles like silk brought from China and south-east Asian countries. Some European articles like glassware and lead were imported in exchange. In the north India trade was also done through the land routes passing through Afghanistan, Central Asia and Western Asia. The route connecting China with Europe was known as the **Silk Route** because silk was the major item of trade on this route. Gradually trade through sea-routes became more popular.

The balance of trade was always in favour of India. Therefore, the Romans had to pay us in gold. A large number of Roman gold coins have been found along the seacoast of South India which came to our country in exchange of the goods exported from here. A roman writer Pliny has noted with regret that the gold of Rome is going to India for the luxury requirements of the rich of his country. The Roman Empire imposed

restrictions on trade with India after 3rd century A.D. that led to the decline of trade with the West.

### 2. India's contact with Iran:

Rulers of Achimed's dynasty of Iran occupied parts of North-western India in 600 B.C. This contact introduced features like pillars topped by capitals, inscriptions on pillars, the Kharoshti script and a new style of coinage in India.

### 3. India's contact with Greek:

Alexander's conquest of Iran brought the Greeks to North-western India. Alexander's invasion of India opened up trade routes and enabled Indian traders to trade on the **Silk Route**. Indian products now began to reach Rome and other European countries. Ideas were exchanged and Buddhism spread to Western Asia, Egypt and Europe. India also had contacts with Egypt.

Indo-Egyptian trade flourished. Precious stones, spices, cows and hunting dogs from India became very popular in Egypt.

### 4. India's Contact with Central Asia and China:

During the reign of Ashoka and Kanishka, Buddhist missionaries were sent to Sri Lanka, Burma now Myanmar, China and central Asia etc. for preaching Buddhism. Many scholars came to India to study the Buddhist scriptures. The most famous Buddhist relics were the huge rock-cut statues of the Buddha at Bamiyan (Afghanistan). It was destroyed during the Taliban rule in 2001 A.D.

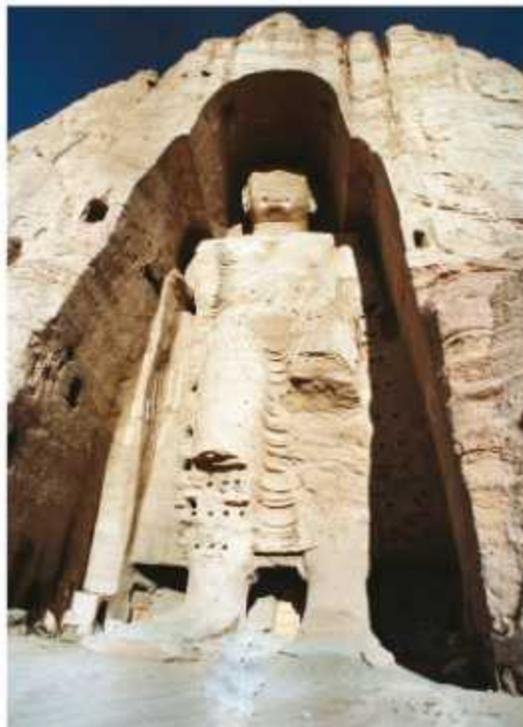


Fig. 17.1 Statute of the Buddha at Bamiyan in Afghanistan

### 5. India's Contact with Rome:

India's overseas trade with Rome is mentioned in Ptolemy's Geography and in the Sangam literature. A large number of Roman Coins have been found in many of the port cities of India. India exported spices, precious stones, fine cloth, perfumes, ivory, iron, dyes, rice, birds like parrots, peacocks and animals like monkeys. India received gold and silver coins, metals, wine and glass in return.

### 6. India's Contact with South-East Asia

The chera, cholas and Pandyas rulers encouraged shipbuilding and overseas exploration. This promoted trade and established colonies in Sri Lanka and South-East Asia. The Indian settlers interacted with the local people. As a result, the influence of Indian language, literature and art spreaded in this region.

The rulers of Champa (Vietnam) and Kamboja (Kampuchea) promoted Hinduism. They worshipped Shiva, and Vishnu, and employed Brahman priests to perform religious ceremonies. The Angkor Vat Temple in Kampuchea has sculptures depicting scenes from the Indian epics Ramayana and Mahabharata. A dance form of Indonesia is also based on themes from the Mahabharata and Ramayana. There are many Tamil and Sanskrit words in Indonesian language. Indonesian script also resembles with other southern East Asian scripts.



Fig. 17.2 The Angkor Vat Temple in Kampuchea

The Arabs occupied Sind in 712 A.D. they set up trade settlements in India. The Arabs translated Indian works in Mathematics, medicine,

astronomy and literature into Arabic. The Arabs spread the Indian numerals including the numeral Zero to the world. Therefore the numerals now are called Hindu-Arabic numerals. The Arab invasion also marked the beginning of Indo-Islamic culture.

### Points to Remember

1. Indian had cultural and trade relations with the other countries from ancient period.
2. Clothes, jewellery, inlaid works, precious stones, perfumes, muslin, ivory goods and spices were exported in Greece and Rome.
3. Rulers of Achimed's dynasty of Iran occupied parts of North-western India in 600 B. C.
4. Alexander's invasion of India opened up trade routes and enabled Indian traders to trade on the Silk Route.
5. Precious stones, spices, cows and hunting dogs from India became very popular in Egypt.
6. During the reign of Ashoka and Kanishka, Buddhist missionaries were sent to Sri Lanka, Burma now Myanmar, China and Central Asia etc. for preaching Buddhism.

### EXERCISE

#### A. Answer the following questions :

1. What is Silk Route?
2. Name some important seaports of the Satavahana period.
3. How did India came in contact with the Iran?
4. What was exported from India to Rome?
5. What articles were imported from Europe?

#### B. Fill in the blanks:

1. \_\_\_\_\_ A.D. rulers of \_\_\_\_\_ of Iran occupied parts of North-Western India.
2. During the reign of Ashoka and Kanishka, Buddhist missionaries were sent to \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_ for preaching Buddhism.
3. The \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_ rulers encouraged shipbuilding and overseas exploration.

4. The Arabs occupied Sind in \_\_\_\_\_ A. D.
5. The \_\_\_\_\_ temple in Kampuchea has sculptures depicting scenes from the Indian epics \_\_\_\_\_ and \_\_\_\_\_.

**C. Match the columns :**

- |               |               |
|---------------|---------------|
| 1. Gold coins | a. Suraparaka |
| 2. Seaport    | b. Silk       |
| 3. China      | c. Land Route |
| 4. Silk Route | d. Rome       |

**D. Write 'true' or 'false' in the brackets given after each statement :**

1. India's culture became the identity of Indians. ( )
2. India had no contacts with Egypt. ( )
3. Huge rock-cut statues of the Buddha were found at Bamiyan in Afghanistan. ( )
4. Indian products fetched high prices in Roman markets. ( )
5. The chera, cholas and Pandyas rulers encouraged shipbuilding and overseas exploration. ( )

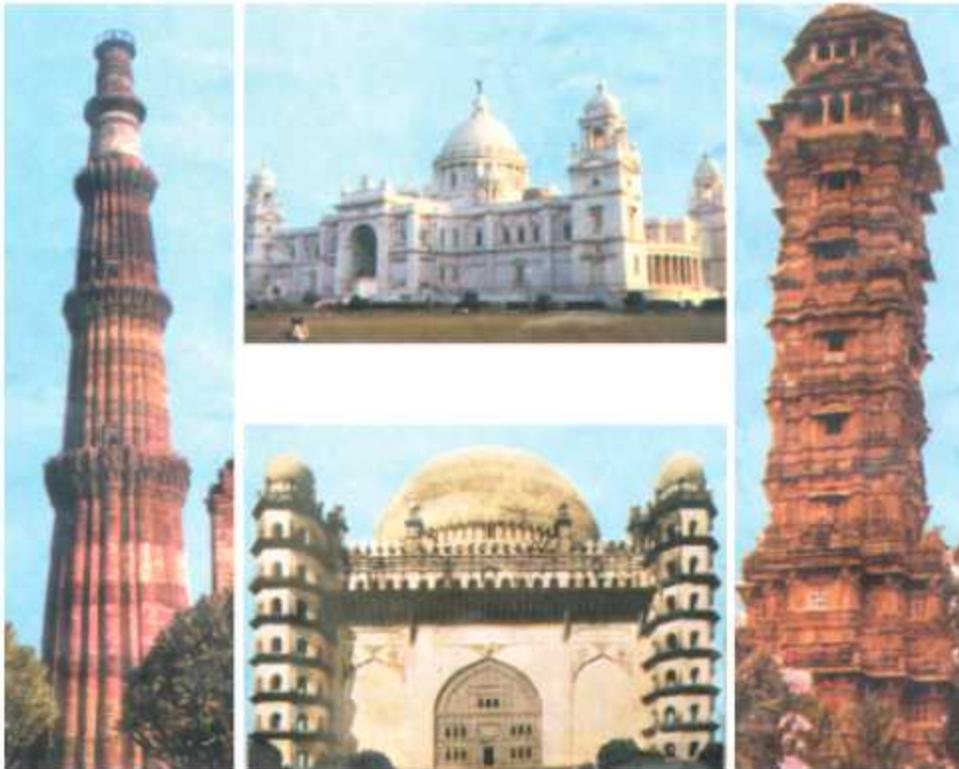
**Activity:**

Collect pictures of Hindu and Buddhist temples built in South-East Asian countries and paste them in your note book.



## UNIT – III

### SOCIAL AND POLITICAL LIFE



## CIVICS

Community and its Development

## COMMUNITY AND ITS DEVELOPMENT

In this part of the text book we will learn about community and its development. This part will provide knowledge as to how development of community and society has taken place since ancient times; How man has changed the society from natural to man-made society, with his thinking power; What is the necessity and importance of the society for human beings? Students will learn to be proud of the cultural Heritage of the country and about its 'Unity in diversity'.

The students will also learn about the need and significance of rural and urban local self government as well their participation in the local government. They will understand their duties towards the local government, while living in the social environment. Similarly, they will learn to perform the duties of good citizens by protecting their Local as well as national Historical monuments.

Co-ordinator

Lesson  
**18**

## COMMUNITY HUMAN NEEDS

An ideal society is required to make Human life comfortable and prosperous. The present society in which we are living came into existence after a long struggle of mankind. A society is made up of many communities.

If somebody asks you that who you are? First of all you will tell your name. Then you would describe about your home, family, your school, friends, relatives, so on and so forth. In spite of all these relations you have got your own identity. You cannot live alone. Because Man is the only living creature in the world who can think. No other living creature like insects or Animals has got this power to think. It is only because of this intellectual power of man that the modern society has come into existence.

In spite of your, individual existence you cannot live alone.

Every individual has its own identity in the community. You as an individual, are attached to many social communities such as family, school and neighbourhood etc. You are also a member of many more other communities. For example, we all are members of a particular community which speaks Punjabi language. Thus we are member of a specific community which speak Punjabi. Similarly we all are members of one or other religious group or community.

Family is the first basic society for the child, where a child lives with his/her parents, brother, sister and some times grandparents also. It is the family where a child develops various type of qualities like, affection, sympathy, sacrifice, respect and brotherhood etc.

Family is the Primary social unit. Whereas the society is its much bigger form. Similarly, school, village, or city are extended form of human society for the child. Family is a group of those persons who are connected together in a mutual bond on the basis of marriage adoption and blood relations. While growing a person joins of many other small communities, which have different objectives.

The school is a place where the child develops many qualities like discipline, co-operation, obedience and sportsmanship besides reading and writing. A student is member of many types of groups within the school premises. Every student has a closer group of friends. Students

of various classes together form a school community. Similarly a nation or country is formed of many states. Many nations together make the Human society which is called the World Community at large.

### Beginning of Community Life:

Just think about the modern society in which we live. How it came into existence? *Early Man's* life came into existence millions of years ago, on the planet of Earth. The development of human Culture and civilization has passed through many stages from the ancient to the present society.

Early man made stone tools for hunting in ancient times. After the invention of metals like iron, bronze etc instruments were prepared from metals. Iron played very important role in the development of mankind. Alloys were prepared by man by mixing various metals. One of these alloys is steel which is now being used for many purposes. Later plastic was invented out of which many types of utensils, toys and some other domestic items are made.



Fig. 18.1 Early Man

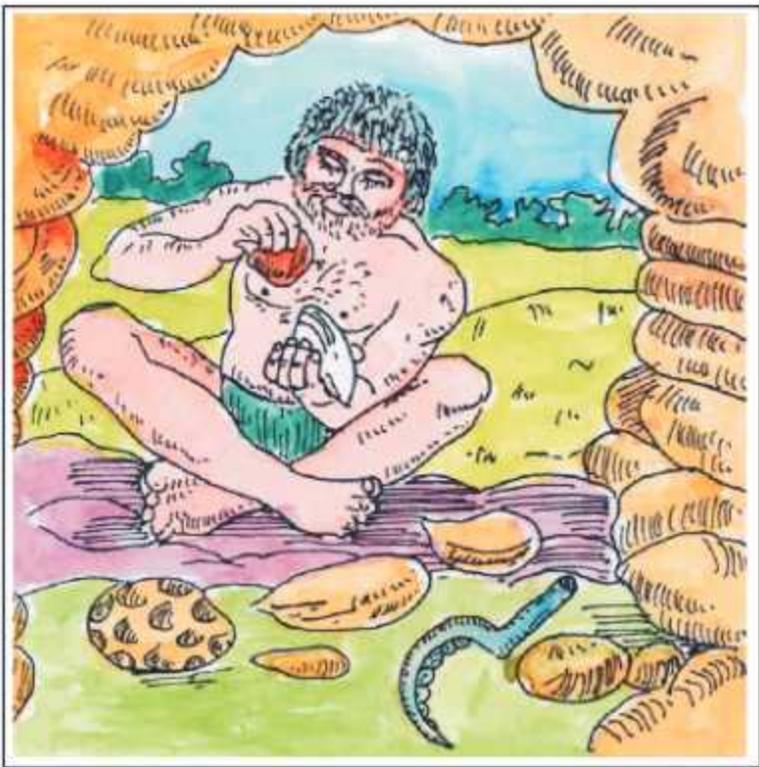


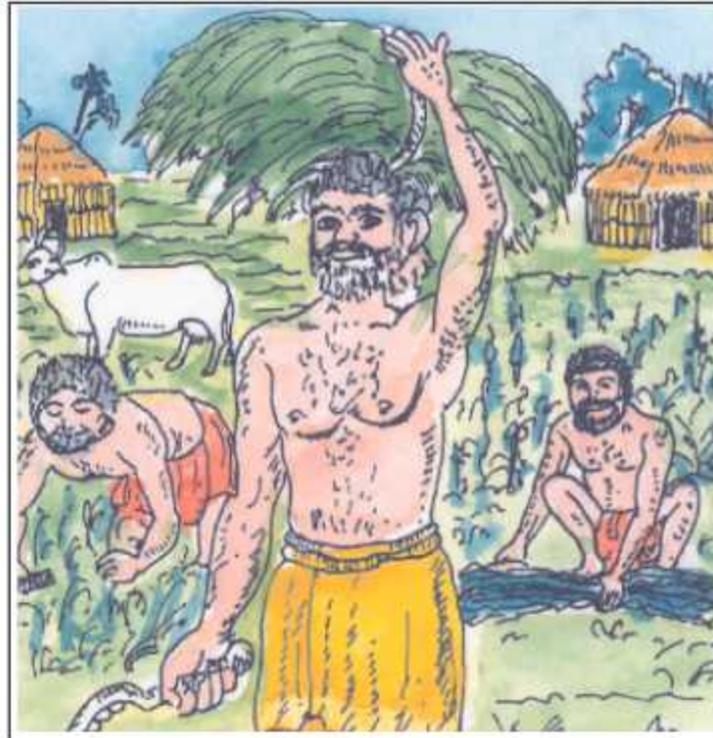
Fig. 18.2 Early Man made stone tools

While going through the ancient history we know that life of early man was more like wild animals. He used to live in Jungles and hunted wild birds and animals. Thus, man began his life as a hunter. After some time he started rearing animals for his food. Rearing of animals was better and easier occupation for the early man. Man at present this stage has got variety of food materials as compound to earlier Stage. That stage

was called Pastoral stage. Man till that age lived like a tribal man and moved from place to place in search of new pastures. It led man to think and plan for something more during his free time. Various types of civilizations were cropped up during that era.

### **From Natural to Man Made Environment:**

With the passage of time the number of human beings kept on growing and started living in groups. They He learnt to grow crops and ate cereals which led to the agricultural occupation. Then an organised



**Fig. 18.3 Early Man farming**

and stable community life came in to existence. People started living at fixed places and grow crops. At this stage man started living with families in groups on some particular places, which later came to be known as villages.

After the agricultural based community village life came into existence, peoples daily needs grew more and more. Thus barter system began. During this time, invention of wheel enabled people to go from one place to another more easily. After the invention of fire, man started eating cooked (baked) food. Slowly and steadily with the development of human brain, human needs also increased. With the increasing needs of mankind many other occupations like carpentry, smithy, trade etc. also developed. All these developments led to many types of groups in the community or society. Thus the society became more larger and organised.

The interdependence of various social groups led to the urbanisation of society. With increasing needs and free time many type of skills and crafts developed. Small Scale Industry like pottery, dying of leather, weaving, carpentry developed.

With the passage of time production of crops increased, thus, storage was required. Because of the free time gap in between the crops, many types of fine arts like sculpturing, music, drawing and architect were developed. Now man started making decoration pieces and Jewellery from metals. Thus after completion of basic daily need of Man, his social and aesthetic senses improved.

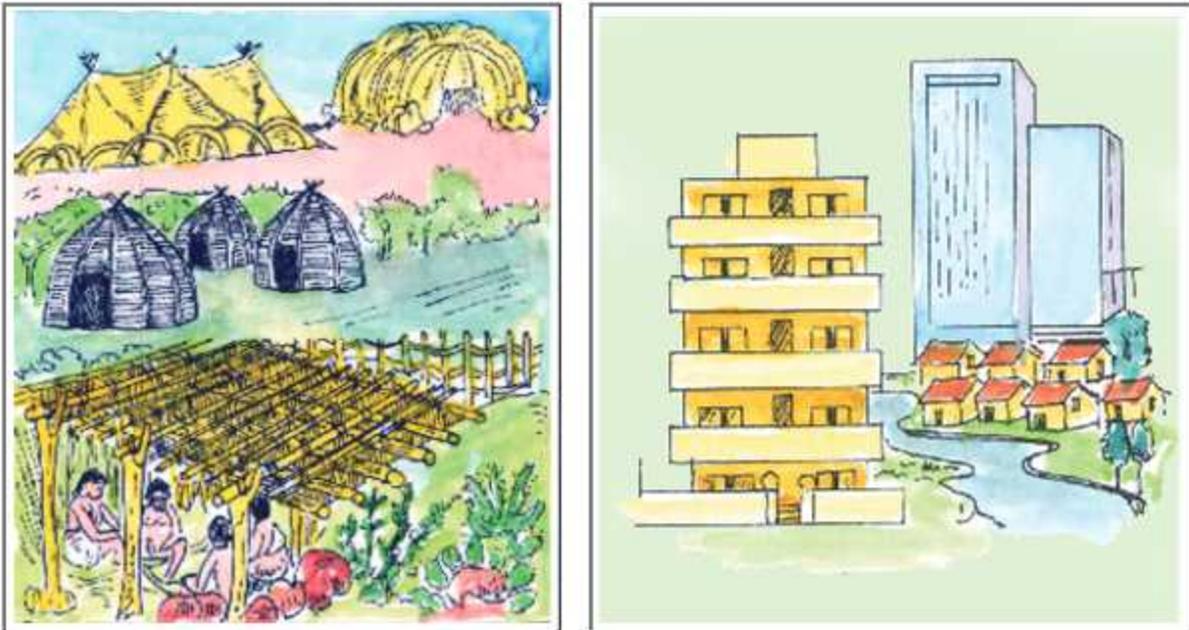


Fig. 18.4 Habitats of ancient and modern man

With the development of Mankind, population increased and well organised society was established. For administrative purpose. the control of village administration, towns came into existence.

With the industrialisation, the towns developed into cities. Science and Technology led to multifarious development of the cities. Human life became more prosperous and comfortable. Slowly and steadily people became more comfort loving.

So, the history of mankind from the man as hunter man to a modern man (which is sending satellites to other planets is very long and astonishing. It is a long story of Mankind from natural environment to man made environment. Man has crossed through various stages while passing from Natural Environment to man made Environment, where modern society has born.

In this age of Computers, lots of Information can be stored and communicated with the help of computer. Thus now we have stepped into the era of Information and Communication Technology.

## Needs and Wants

A need is something you have to have, something you can't do without. Examples of basic needs include food, water, clothings and shelter. Our needs may be different at different times in our life. Besides basic needs, we have other thing that we use and buy. These extras make our lives more enjoyable and comfortable. They often are things you'd love to have but could not without. These items are called wants. Some examples are eating out, going to movies, purchasing a play station etc.

Also, one person's wants may be another person's needs. For examples buying a cricket bat to pay may be need, but buying and expensive one for that becomes a want. At the same time if you are playing for school cricket team, you "need" to buy an expensive good quality bat.

Before you buy something ask yourself, "Do I need this item or do I just want it ?" You may be surprised at how few things are actually "needs".

**(a) List your five need and wants each in the spaces below.**

Needs	Wants
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

**(b) Have some of your wants become needs? It so explain it in 2-3 sentences.**

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## Budgeting

Sumit received ₹ 500 as his birthday gift. Below are some of the ways he could use this money. He wants to save ₹ 50 so that he can gift his father a pen for his birthay. Create a budget showing what you would do with the money if you were sumit. How will you use the



### **Bills/Cash Memo**

#### **What is a bill ?**

A bill of sale is a legal document made by a 'seller' to 'buyer' that records the transaction between two parties. It contains important contact information, item description and price payment method, warranties and signatures. As a legal document, it offers protection and benefits for both the buyer and seller.

#### **Why should we insist on taking a bill ?**

It is very important that we always ask for a bill or receipt on every purchase or payment made. In the absence of a bill or receipt the buyer loses the right to complain under the law if the goods turn out to be faulty or not up to the mark.

Where nature has enriched our country with its natural bounties, the man has created many comforts with the proper use of the natural resources. Now you can understand that how human beings have changed the Natural environment and still the technical progress is going on. Along with other Developments the common traditions, thoughts and interest have also changed to a great extent. All these political, social developments and cultural values have given birth to History and Cultural Heritage of Mankind.

### **Need of Community**

The need of community arises from the fact that Human being cannot and do not live in isolation. That is why man is known as a social being. Man is social by nature as well as by need. Broadly speaking the Rural and urban people are dependent upon each other to fulfill their daily needs. Similarly in this global world all countries are dependent upon each other by one way or the other. Thus we can say that world is the largest community. India also had a lot of foreign influence on its modern civilization.

An organised group of individuals residing at one place with a common purpose is known as community. In other words a community includes all the people who influence us whether they are living in our country or in some foreign land. The village, city-community or society or the group of people with whom we deal daily is very important to us for the following reasons:

1. It provides protection and shelter to us.
2. It fulfills our needs of food, clothing, housing and education etc.
3. It enables us to exchange our ideas and knowledge with others and thus further develop culture and civilization.
4. It provides us opportunity to develop values and virtues by our personal experiences.

## Our duties towards Community

Family and society respectively came into existence to fulfill our basic and common needs. In a family, we are dependent upon our parents for our needs. In school, we depend upon our teachers. All of us together constitute a society. Thus society/community was formed for the welfare of the mankind.

Every Human being is an important part of his society.

We can say that human life is not possible without the society. We all contribute for the welfare of our family, school, community and the society as a whole, in one way or the other. We all live in cooperation. We express and share our joys and sorrows with other members of our society or community.

When we get so much from our society and our nation, it is our foremost duty to give back our best self to it. We must be loyal and obey the rules framed by the community or our country. We must, pay taxes regularly to ensure that our country's administration runs efficiently. We should co-operate with it at all levels and at all times.

To become a good human being we must be a good citizen of our country. It is our foremost duty to be a good Indian and do whatever we can for the progress and prosperity of our nation. We should also protect our Natural and social environment from Pollution.

## Cultural Diversity of India

As you know our India is a vast country. Nature has blessed it with many geographical diversities like plains, hills and mountains and plateaus. Thus, there are lot of differences in climate, weather, people's residences, foods, dresses, traditions, habits, folklores and folk dances etc. Inspite of all these diversities we all are Indians. This is our unique identity in the world.

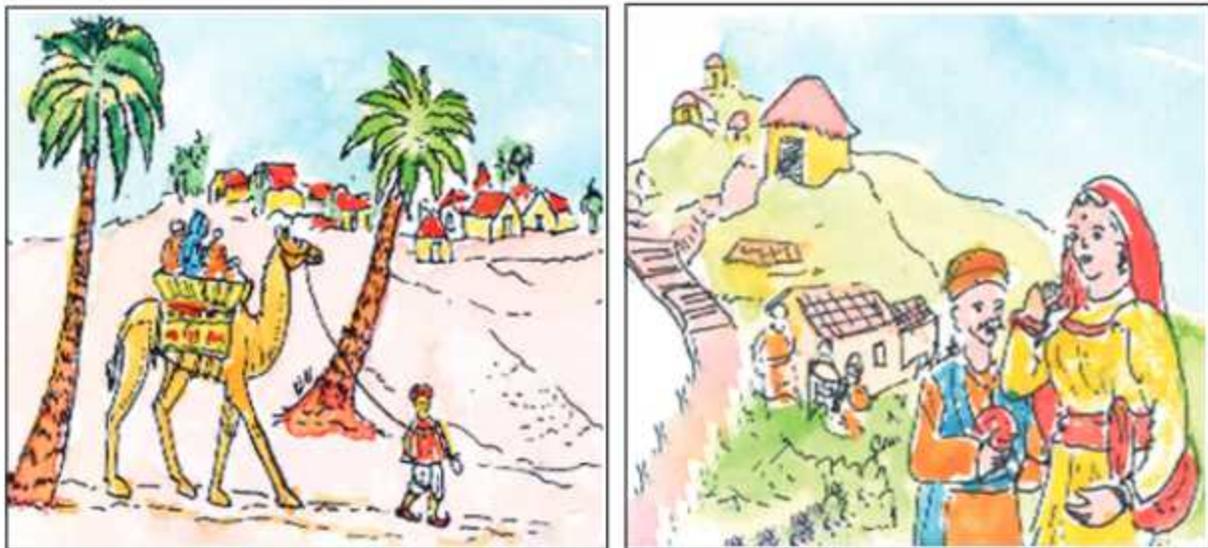


Fig. 18.5 A Scene of Diversities (Geographical and cultural) of Indian States

India is among the few countries that have such varied cultural diversities, which are the sources of its strength.

India is known for its 'Unity in Diversity'. This unity is of feelings and emotions. No other country in the world has such a mixture of diverse physical and cultural conditions. Every Indian is proud of its unity. People of diverse origins came to our country from other regions of the world and settled here. All those people, ultimately made India their home. Their way of life and ideas were accepted and adopted by the people living here since ancient times. So many diverse cultures got assimilated into each other. As a result Indian Culture is made up of many colours and shades just like a rainbow. So you should always love and appreciate the cultural diversities of your country or nation. It will improve and brighten the social environment of the Indian community

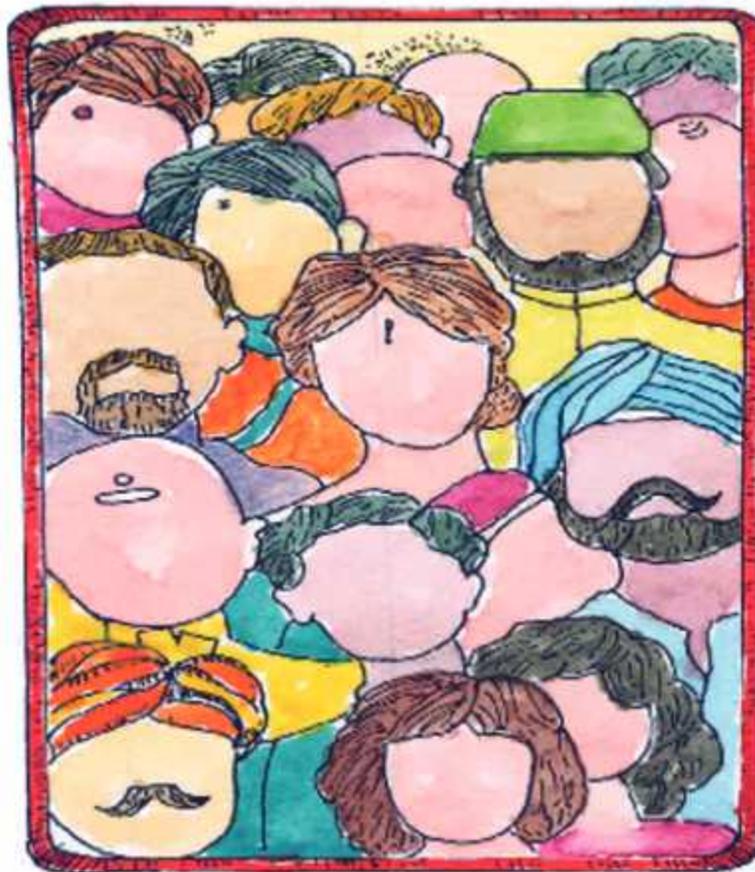


Fig. 18.6 Unity in Diversity

A study of social science tells us that how all the different communities living in our country have contributed significantly to our culture, making us all one and united as Indians. This understanding in turn infuses in us the spirit of patriotism, nationalism and enables us to feel proud of our heritage.

### Points to Recall

1. Community is the family of families.
2. People living together on the basis of blood relation are called a family.
3. Many states make a country.
4. The human life began on the Earth millions of years ago.
5. The primitive life of man was like that of wild animals.
6. Man began to eat cooked food with the discovery of fire.
7. The communities gave birth to villages, towns and cities with the increase of population.
8. Cultural unity brings love for the country and the spirit of patriotism.

### My Family Tree and Family Anecdotes

<input type="text"/>	<input type="text"/>		<input type="text"/>	<input type="text"/>
Cousin	Uncle		Uncle	Cousin
<input type="text"/>	<input type="text"/>		<input type="text"/>	Cousin
Cousin	Aunt		Aunt	Cousin
<input type="text"/>	<input type="text"/>		<input type="text"/>	Cousin
Cousin	Uncle		Uncle	Cousin
<input type="text"/>	<input type="text"/>		<input type="text"/>	Cousin
Cousin	Aunt		Aunt	Cousin
<input type="text"/>	<input type="text"/>		<input type="text"/>	Cousin
Cousin	Uncle		Uncle	Cousin
<input type="text"/>	<input type="text"/>	<input type="text"/>	Cousin	
Cousin	Aunt	Aunt	Cousin	
<input type="text"/>	<input type="text"/>	<input type="text"/>	Cousin	
Cousin			Cousin	

<b>EXERCISE</b>
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**A. Answer the following questions in brief :**

1. Why is human being called a social animal?
2. Which is the basic unit of society ?
3. What is the difference between tribal and city life.
4. How human beings are different from other living things ?
5. Why and how society is essential for man ?
6. Why and how urbanisation developed in the society.

**B. Fill in the blanks :**

1. In Ancient time people were living in \_\_\_\_\_ .
2. Urban Population is \_\_\_\_\_ day by day.
3. Community is called \_\_\_\_\_ of families.
4. The main occupation of early man was \_\_\_\_\_ .
5. Man is the only living creature with a power to \_\_\_\_\_.

**C. State whether following statements are Right or Wrong :**

1. India is known as 'Country with Unity in Diversity'. ( )
2. Gidha is folk dance of Rajasthan. ( )
3. Every human being is an important part of the community. ( )
4. Man can live in isolation. ( )
5. Villages get developed with development in agriculture ( )

**D. MCQs (Multiple Choice Questions) :**

1. Which is the primary social unit of a society ?
  - a. Family
  - b. City
2. Why is man called a social animal ?
  - a. Because a man can live alone.
  - b. Because a man can't live alone.
3. Which spirit is created by the cultural brotherhood ?
  - a. Spirit of patriotism
  - b. Spirit of communalism

4. First of all which material was used by a man to make weapons in ancient period ?
- a. Stone
- b. Copper

**Activities :**

1. Find out the problems and facilities provided by your village/city community.
2. Make a chart of Folk Dances (with pictures) of Four neighbouring states.
3. Make a chart showing various stages of development of mankind.
4. Name 10 family members and relatives of yours and explain any 4 interesting events happened with them in brief.



Lesson

# 19

## RURAL DEVELOPMENT AND LOCAL SELF GOVERNMENT

India is an agriculture based country. At the time of Independence in 1947, about 90% population was living in rural areas i.e. villages. Today the number has come down to 75%. There are nearly six lakh villages in our country. That is why it is known as land of villages. Few of these villages are situated near the towns while a large number out of these are to be found in the remote areas. Here it is imminent to inform that village is the smallest unit of human Population.

India is a vast country. There are 28 states and 8 Union Territories (you have already read about it in Unit I.) Administration of such a big a country cannot be run only by a central government. Thus our constitution makers established federal form of government in India. In a federal form of government there is a central government for the whole country and state government for the states. At present there are 28 state governments, which run the administration at the state level. Each state is further divided into districts to run the administration. Punjab has 23 districts at present.

In a Democratic country the smallest unit to run the administration is village Panchayat. Panchayat is also the lowest unit of the Panchayati Raj. Next to village Panchayat is Block Samiti and the highest institution of Panchayati Raj is Zila Parishad. Panchayat/Block Samiti act as a link between the village Panchayat and Zila Parishad. Zila Parishad is also known as Zila Panchayat.

The structure of the Rural local self government is known as Panchayati Raj in India which is existing here even before partition.

**New U.T.S. are Jammu & Kashmir and Ladakh**

### Changing face of the villages

Before the arrival of the Britishers in India, our villages were self-sufficient. But under the British rule, the economic condition of Indian villages got deteriorated. Britishers started exploiting the villagers, through their taxation Policies. British government collected huge amount of funds from the farmers in the form of land revenue, which lead to economic downfall of the villages and their were no more self

sufficiency.

When India got independence, her villages faced with a number of problems like illiteracy, poverty, ignorance and diseases which became hindrances to the progress and prosperity of the villages. Government of India government made every possible effort to remove these rural problems one by one. Free elementary education was provided to all the citizens. To educate the elderly citizens, adult education centres were opened. Similarly to improve the condition of agriculture, research Universities were opened. In Punjab one such Agricultural University is established at Ludhiana to conduct – Research work in the field of agriculture. It has helped in to improved the quality of seeds and to increase crop production. The Agricultural scientists provides various types of guidance to the working farmers. Government is trying to provide quality seeds, chemical manure, weedicides, Pesticides on subsidiary rates through the Public Distribution System. After independence the government consolidated small holdings of land and encouraged the mechanised methods of farming.

For the upliftment of the rural society, special privileges have been given by the government to educate the women and girls at rural level. Primary Health Centres with specialist doctors have been opened almost in all the villages to provide medical help to the villagers.

The administrative, social and economic conditions have improved to a great extent in the modern villages. Efforts have been made to lay link roads from all villages to join them with the state-highways. Government has provided loans to unemployed youth at lower rate of interest to discourage the villagers to migrate to cities in search of employment. Efforts are made to provide safe drinking water and to electrify all the villages. The government has encouraged cooperative farming and Co-operative Banks (in villages) to improve the economic condition of the villages. Thus all state governments and the central government has made sincere efforts for the upliftment of the rural society in India.

### **Local Self Government – Rural**

Local government is necessary for all the villages or cities to provide the basic amenities of life to the local people at the local level. Panchayati Raj System in our country is very old. After independence, even Mahatma Gandhi, father of the nation wanted to strengthen the Panchayati Raj in the country for the rural development. Our first Prime Minister Pt. Jawahar Lal Nehru considered Panchayats to be essential for the success of Democracy.

#### **Do you know ?**

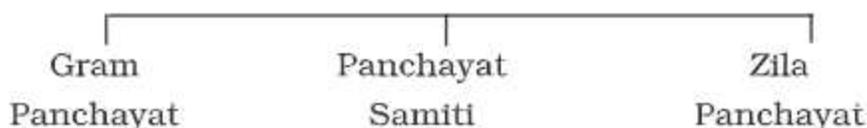
Village is the smallest unit of Indian administration.

In a democratic country, the people elect their own representatives to run the administration of a village or city. The government run by these representatives is called the Local self government. Thus local self government means to run the local administration of the place by the local people themselves.

In the local government people of the area are well aware of their needs and problems. As the administration of a school is run by the headmaster, teachers and students by themselves. In the absence of a class teacher, the monitor of the class maintains discipline in the classroom. The teacher allot various types of duties to the students. Similarly the people of a place run the administration with cooperation according to their local needs.

### Rural local self government

(Panchayati Raj)



There are three types of institutions of the rural local self government. Gram Panchayat at the village level. Then there are Panchayat Samitis to supervise the development activities and other work of Village Panchayats. Above all is Zila Parishad which supervises the working of Local government of the District.

### Gram-Panchayat

A village Gram Panchayat is established in a village which has a population of 200 or more. Committee of those people whose age is eighteen or above eighteen years and their names are enlisted in the voter list of a village is called a village committee. Their names are enlisted

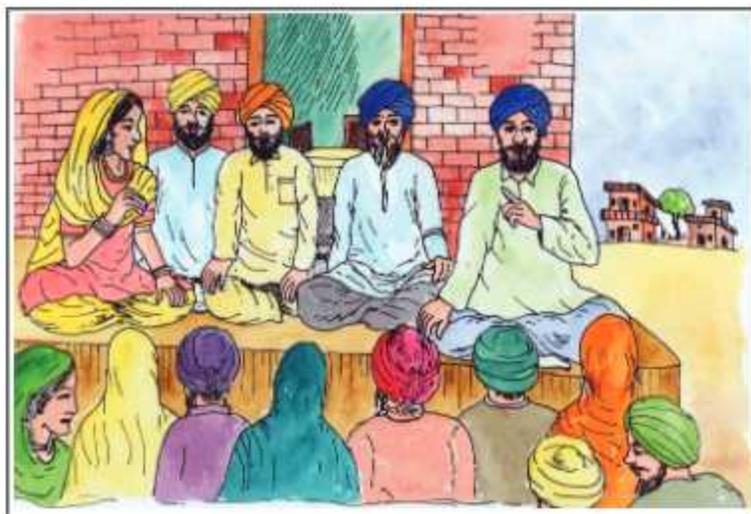
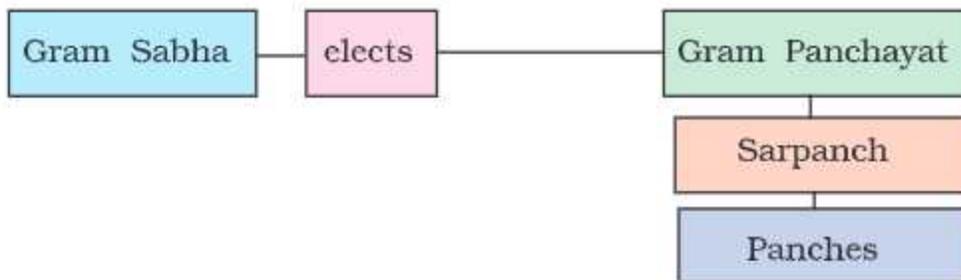


Fig. 19.1 Gram Panchayat

Those residents of a village who are 18 or of age above 18 year old and have their names enlisted in voter list, are members of Gram Sabha.

in the voter list. All the members of Gram Sabha can vote for the election of village Panchayat (Panches and Sarpanch). The number vary from 5-13 on the basis of population of that particular village.



On the basis of amendments made in 1992, about 1/3 of the total seats of Panchayats are reserved for women. Similarly some seats have also been reserved for the Backward and Scheduled caste on the basis of their population in the area.



Fig. 19.2 Women casting their Vote

Sarpanch of a Panchayat is also directly elected by the voters. He presides over the meetings of the Panchayat. There is a government

servant, to help the Gram Panchayat. He is known as Panchayat Secretary. He keeps an account of income and expenditures of the village Panchayat. He also prepares a report of Panchayat works and presents it before the Block Development Panchayat Officer.

### Functions of Panchayat

Panchayat performs the following duties: -

1. In their areas of operation Panchayats perform several kinds of public works like education, sanitation, maintenance of roads, supply of drinking water, maintenance of birth and death Records, street lighting and health centre, maintenance of burial and cremation grounds.



Fig. 19.3 Functions of Gram Panchayat

2. The administrative works that Panchayats do are: maintenance of law and order, supervision of government servants work and safeguarding public property and its maintenance.
3. Panchayats also deal with matters relating to quarrels over property matters and small thefts. They try to settle the disputes there and then.

### Sources of Income

For village development Panchayat gets funds from taxes such as house tax, taxes on shops and fairs. Besides revenue from Panchayat Property is also collected. Panchayat also get some money in the form of grants and loans (in case of need) from the State government.

#### India's Pride: The Female Sarpanch Leaders

- a) **Kulwinder Kaur Brar**, Sarpanch of village Mehma Bhagwana, Bathinda, Punjab.

**Key achievements:** Water for every household, more women in Panchayat meetings, solar lighting

- b) **Chhavi Rajawat**, Sarpanch of village Soda, Rajasthan.

**Key achievements:** Clean water, solar power, paved roads, toilets and a bank

c) **Sushma Bhadu**, Sarpanch of village Dhani Miyan Khan, Haryana.

**Key achievements:** Training and earning centre for women, good sanitation, zero school dropout rates and the best sex ratio among all villages in Haryana i.e. equal no. of girls and boys

d) **Meena Behen**, Sarpanch of village Vyara, Gujarat.

**Key achievements:** A profitable self-help group for women, 'mproving basic infrastructure like roads, hospitals and schools

e) **Vandana Bahadur Maida**, Sarpanch of village Khankhandvi, Madhya Pradesh.

**Key achievements:** Building bridges and schools, creating livelihood for her people

f) **Arati Devi**, Sarpanch of village Dhunkapara, Odisha.

**Key achievements:** Reviving traditional folk art, effective running of various government schemes

g) **Atram Padma Bai**, Sarpanch of eight tribal villages in Telangana.

**Key achievements:** Lending farming tools such as pick-axes, sickle, spades, hoes and wheelbarrows to poor farmers; building roads and rainwater harvesting; installing water pump to make clean water available in the village schools

h) **Radha Devi**, Sarpanch of village Bhadsiya, Rajasthan.

**Key achievements:** Ensuring a fall in the female school dropout rate and increasing enrolment as well as literacy rate among girls

i) **Hinal Patel**, Sarpanch of village Sisva, Gujarat.

**Key achievements:** Implementing a strong development agenda for her village

j) **Nauroti Devi**, Sarpanch of village Harmada, Rajasthan.

**Key achievements:** Mobilising labourers and ensuring payment of minimum wages developing basic infrastructure of the village, training a large number of villa women in the basic use of computers.

### **Panchayat / Block Samiti**

Panchayat Samiti is a link between village Panchayat and Zila Parishad. Panchayat Samitis are there to remove common problems of villages and for the development activities of the whole block. Panchayat Samiti is elected for a group of 100 villages and is known by different names in different states. At least 15 and maximum 25 members of Samiti are elected by direct elections.

Organisation all Panchs and Sarpanchs of the village Panchayats elect their members to the Block Samiti. Secondly all the members of state Vidhan Sabha (Legislative Assembly), Vidhan Parishad (Legislative Council), Lok Sabha, Rajya Sabha who have been elected from that Block are also members of the Block Samiti. 1/3 of it's total members are to be women.

### Punjab Has 150 Block Samitis

The term of Block Samiti members is 5 years. The members also elect a chairperson and a vice chairperson. There is meeting of block samiti once a month.

#### Functions:

The Block Samiti has to look after the development activities of its area. It helps to provide quality seeds and manure to the farmers. It helps the Panchayat for setting up and running of small scale industries. Build the bridges and link roads to join villages of its areas. It provides Primary Health Centre.



Fig. 19.4 Functions of Block Samitis

Above all it supervises the developmental activities of the Panchyats of that Block. It provides required information about Panchayats to Zila Parishad. The activities which do not fall under the authority of the Gram Panchayat are looked after by the Block Samiti.

Block Samiti collects money from property taxes, house tax, water tax, grants and loans from government.

## **Zila Parishad**

The Zila Parishad is the third and highest institution of the Panchayati Raj System. All Block/Panchayat Samitis and Panchayats of the district are under its control. It is also known as Zila Panchayat. It acts as a link between Rural local government and the state government. Now-a-days there are 23 districts in Punjab and same is the number of Zila Parishads. A minimum of 10 and maximum 25 members of Zila Parishad are elected by direct election to the body.

All the chairmen of Block Samitis are its members. All the members of the Lok Sabha, Rajya Sabha, State Legislative assembly and Legislative Council of the area are its members. Representatives of woman, scheduled castes and tribes are also its members.

Members of Zila Parishad elect chairman and vice-chairman from its members. Like other local institutions, its term is also for 5 years. But it can be dissolved earlier also.

### **Functions:**

It advises, helps and coordinates the functioning of Panchayats and Panchayat Samitis. It prepares plans for rural development of the district. It also advises and guides the state government for the development of the rural part of a district. In case of need it also settles the disputes between the Panchayats and Panchayat Samiti.

The main sources of revenue of the Zila Parishad are grants from the centre and state governments. A portion of land revenue, income from its property and taxes imposed by it are the also sources of income for Zila Parishad.

Rural local government efficiently and economically runs the administration of the local area. By administering their own affairs rural people become active and self confident. They get experience in local administration which helps and enables them to be mature politicians. Thus local Government at rural level acts as a training ground for rural citizens.

All the local self institutions needs a lot of money for public welfare, administrative and other optional duties, which is collected in the form of various taxes from people only. This money comes back to the public in form of public services provided by the local government to the people. Thus it is our foremost duty to pay the local, state level and national taxes well in time to help the local government. This will promote better social environment in the society, which is a burning need of the hour.

The minimum age to contest the election of rural local self government's units is 21 years. Minimum and maximum number of members elected by the voters to Village Panchayat, Panchayat Samiti and Zila Parishad is 5 to 13, 15 to 25 and 10 to 25 respectively.

### Points to Recall

1. Approximately 75% of India's population lives in villages at present.
2. The number of villages in India is about Six Lakh.
3. There are 28 states and 8 Union territories in India.
4. There are 23 districts in Punjab.
5. There are 13262 Panchayats in Punjab.
6. The Panchayat elections held on 3rd July, 2013 in Punjab were held for the first time on the basis of wards for the panches and the Sarpanches were elected directly by the voters.
7. Village Panchayat is the smallest Unit of Panchayati Raj.
8. Village Panchayat is established in villages having the minimum population of two hundred or above.
9. There must be a minimum of 5 and a maximum of 13 members in a village Panchayat in Punjab.
10. The Panchayat Secretary keeps the account of the Panchayat's Income and expenditure.
11. There are 150 Block Samities in Punjab.
12. There are 23 Zila Parishads in Punjab.

### EXERCISE

#### A. Answer the following questions :

1. Write a short note on the changing face of villages in modern times.
2. What do you understand by Panchayati Raj?
3. Which is the lowest and highest institution of Panchayati Raj System?
4. What is the minimum and maximum number of members of a Gram/Village Panchayat in Punjab ?
5. Write any two functions of Zila Parishad.
6. What was the condition of villages during British rule ?
7. What do you mean by Gram Sabha. What is the difference between Gram Sabha & Gram Panchayat?
8. Which is the most important function of the Panchayat Samiti?

#### B Fill in the blanks :

1. There are \_\_\_\_\_ states \_\_\_\_\_ Union Territories in India.
2. Panchayat Samiti is the \_\_\_\_\_ institution of the Panchayati Raj.
3. The term of Gram Panchayat and Panchayat Samiti is \_\_\_\_\_ years.

4. There are \_\_\_\_\_ Zila Parishads in Punjab.
5. The highest institution of the Panchayati Raj is \_\_\_\_\_ .

**C. State whether following statements are Right or Wrong :**

1. The Economic condition of the villages was very bad during British Rule.
2. Seats are not reserved for women in the Gram Panchayat.
3. There are District Land Officials of various department to run district administration properly.
4. Zila Parishad is also known as Zila Panchayat.
5. Panchayat Samiti is created for 100 villages.

**D. MCQs (Multiple Choice Questions) :**

1. What is the minimum age to contest the election of rural local self government institutions..  
a. 20 years                      b. 22 years                      C. 21 years
2. How many minimum and maximum members are directly elected by voters to a Panchayat Samiti.  
a. 9 and 25                      b. 15 and 25                      C. 6 and 29
3. What may be minimum and maximum number of members for direct election to Zila Prushed ?  
a. 10 & 25                      b. 12 & 25                      C. 14 & 25
4. What is the government official who keeps account of a Gram Panchayat known as ?

**Activities :**

1. Write names of the Panches and Sarpanch of your village on the chart paper.
2. Draw a picture of Panchayati Ghar or Community Centre in your surrounding and colour it.
3. Prepare flower pot and plant a flower in your house or school.
4. Name any 5 leading ladies of India from various fields on a chart as you find 'India's Pride : Female Sarpanch leaders' in the chapter.



Lesson  
**20**

## URBAN DEVELOPMENT – LOCAL SELF GOVERNMENT

The economic, social and political Scenario of cities has also been changed to a great extent like modern villages. Though in the history of mankind villages came into existence earlier than the cities. With the advent of Trade as an occupation, towns and cities also came into existence. Industrialisation has led to further development of the cities.

With the increase in agricultural production, raw material and human needs, small scale industries were set up. For example for the consumption of cotton small scale units like looms were established in the villages and towns. With the passage of time and development of human brain many types of food stuff, chemical products and machine parts started to be produced in and for the industries. Because of the increase in rural population, all the villagers could not be absorbed in the Agriculture and its allied occupations. Thus, in search of employment villagers started migrating to the cities which resulted in urbanisation.

Now-a-days as the means of Transport and communication have developed to a great extent. So number of towns and cities is increasing day by day. Many villages are growing up into town and towns into cities. So the village population in India has come down to 75% from 90% in 1947.

To meet the basic needs of city people and to run administration efficiently, local self government is working in towns and cities just like Panchayati Raj in rural areas. Urban population is increasing with a great speed because of industrialisation. Thus, to provide basic amenities of life like electricity, drinking water, Public transport, cleanliness, sanitation and proper dumping of city garbage, local self government in cities is also required. In spite of it, urban local government is a very essential to help the central and state government to run administration efficiently.



There are three types of Local Self Government institutions in urban areas, like the Rural areas. Earlier there were two types of urban local self government institutions – Municipal Councils/Committees and Municipal Corporation. But since 1994, after the amendment act, now there are three types of institutions:

1. Nagar Panchayat
2. Municipal Council/Committee
3. Municipal Corporation

The first Municipal Council was established in Madras (now Chennai) in the 17th Century. At the time of independence, there were only three Municipalities in India at Madras (now Chennai), Bombay (now Mumbai), and Calcutta (now Kolkata). After independence, the number of Municipalities has increased. It is decided by the State Government that which type of local Institute is required for a particular city, on the basis of population.

### **Nagar Panchayat**

Areas which are in the process of changing from rural to urban centres are known as towns. In such areas Nagar Panchayats are established. They are known by different names in different states but in Punjab it is known as Nagar Panchayat.

Nagar Panchayat is the lowest institution of Urban Local Government. It is established in a town with a population of not more than 20,000. Number of its members is fixed on the basis of the population. The minimum fixed number of Nagar Panchayat members in Punjab is six. The members of Nagar Panchayats are elected by the voters of the town (Nagar). Legislative assembly members are also its member.

### **Functions and Sources of income:**

The main functions of Nagar Panchayat are:

1. Preparing of plans for the changing face of the village into a town and to give approval to improve the old houses.
2. To provide civic amenities i.e. safe drinking water and electricity etc.
3. It is responsible for construction and maintenance of roads. It also provides parks, play grounds and dispensaries.
4. To plant new trees to maintain and improve the environment.

### **The sources of income of Nagar Panchayats are:**

1. Grants and loans from the State Government
2. Income from taxes like house tax, building tax, sales tax and Vehicle tax etc.

### **Municipal Council or Municipal Committee**

The Municipal Council or Municipal Committee is the local self government institution of a smaller cities. Whereas as the local self government of big cities is known as Municipal Corporation. Municipal Council is established through a Municipal act in all the states. In Punjab Municipal Amendment Act was passed in 1994 which brought many changes in the Rural local self government institution's

organisation, Powers and sources of income etc. This act empowered the urban local bodies.

Municipal Councils are established in a city with population from 20000 to one lakh. They are known as Municipal Committes or Municipal Councils in many states. In Punjab they are called both Municipal Councils are of three categories - First class, Second class and Third class on the basis of the population.

### Organisation

The Members of Municipal Council are known as Councillors. They are of two types. The first type of Councillors are directly elected by registered voters. A voter must be a citizen of India at least 18 years of age, a resident of the city and the Candidate must be of 21 years. In Punjab the number of elected members of Muncipal Council is fixed as 9 to 29 on the basis of population. The Second type of members are-elected members of Lok Sabha and Rajya Sabha and the member of State Legislative Assembly of that area or constituency.

The elected members elect a President and a Vice President from among themselves. The President presides over the meetings of the Municipal Council. He carries out the functions with the help of the executive officer and other officers like the Secretary, the Health Officer and the Municipal Engineer, Field Superintendent etc. The term of Municipal Council election is for 5 years.

### Functions:

The main functions of Municipal Council are of two types

- (a) Compulsory functions
- (b) Optional functions

#### (a) Compulsory functions:

1. To take care of public health and sanitation. The children are

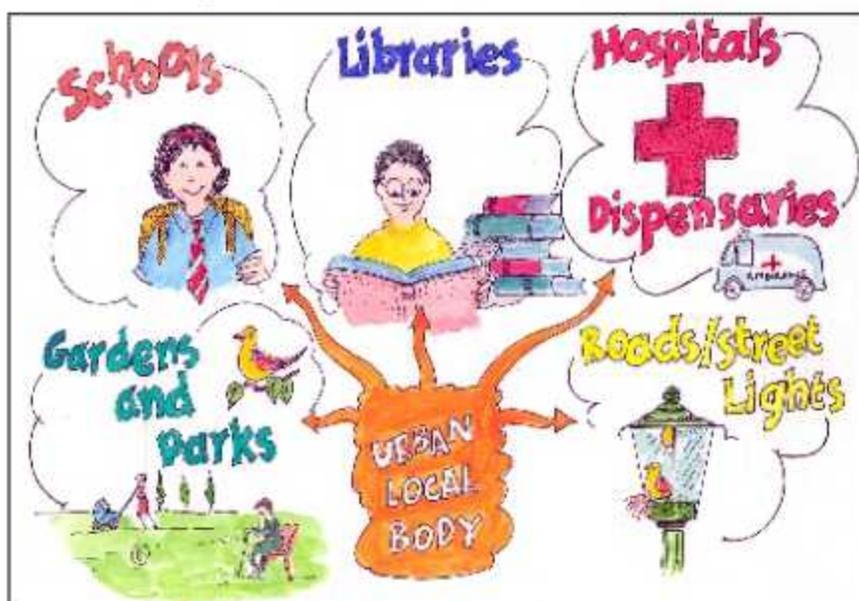


Fig. 20.1 Compulsory Functions

immunized against diseases like small pox, Polio, Tuberculosis, Cholera, Diphtheria etc. Local Hospital and Dispensaries are also set up.

2. It also take care of sanitation and cleanliness of the city by maintenance of sewage system and removal of rubbish and garbage.
3. It also provides good roads and streets in its area and maintains them in good condition.
4. It provides Primary Schools, open libraries, reading rooms, Museums, Mobile Libraries and adult education centre etc.
5. It provides Public Safety against fire.

**(b) Optional Functions:**

If funds permit, they develop parks, gardens and play grounds etc. It also provides cheap and efficient bus service, maintain rest houses, children homes and senior citizen homes etc.

### Municipal Corporations

Municipal Corporation is the highest and most powerful institution of Urban local self government. It is set up in very big cities, where

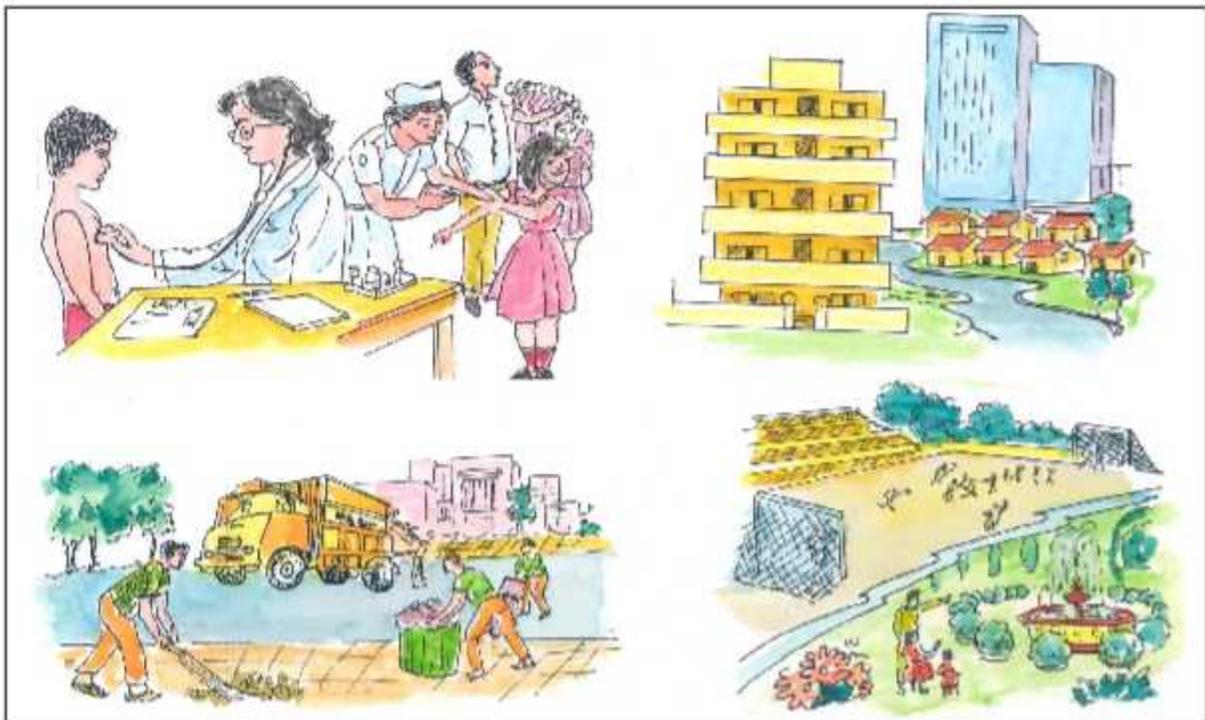


Fig. 20.2 Life in Big cities

population is in lakhs. These are established through state legislative act. But the Municipal Corporation of Union Territories like Municipal Corporation of Chandigarh is set up by the Central Government. There are nearly 75 Municipal Corporations all over in India. In Punjab itself, there are ten Municipal Corporations at – Amritsar, Jalandhar, Patiala, Ludhiana, Bhatinda, Moga, Phagwara, Mohali, Hoshiarpur and Pathankot.

Members of Municipal Corporation are directly elected by the Voters. The city is divided into wards and one councillor is elected from each ward. The candidates must be resident of the city and of 25 years of age. The voters too must belong to the city.

Number of councillors is fixed on the basis of the population of the city. Like other urban institution, Members of Legislative Assembly, Lok Sabha and Rajya Sabha of that area are also ex-officio members of Municipal Corporation.

### Do you know ?

A foreigner living in your city cannot cast his vote in the election of a Councillor of Municipal Corporation.

The members of the Corporation (Councillors) elect a Mayor and Deputy Mayor from among themselves. He presides over the meetings, and looks after the works of the Corporation with the help of other officials. The Term of the Municipal Corporation is five years.

The Highest official of the Corporation is Commissioner who is civil servant and he is appointed on the basis of his experience and on the recommendation of the Mayor for a period of 5 years. He acts as a general advisor and the manager of the Corporation. There are many other officials to run the administration of Corporation. All these officials (Health Officers, Education Officers, Chief Engineers) work under the supervision of the Commissioner.

### Functions:

Functions of the Municipal Council and Corporation are same. The difference is only of the extent and scope. As the Corporation has more funds and autonomy, it can expand the scope of its functions to cope with the needs of the people. Broadly speaking their functions are the same.

### Income:

The main sources of income of Municipal Council and Municipal Corporation are as following :

1. Taxes such as house tax, property tax, octroi and entertainment tax.
2. Fees and fines from Rickshaws, from approval of house plans etc.
3. Loans and Grants from the government

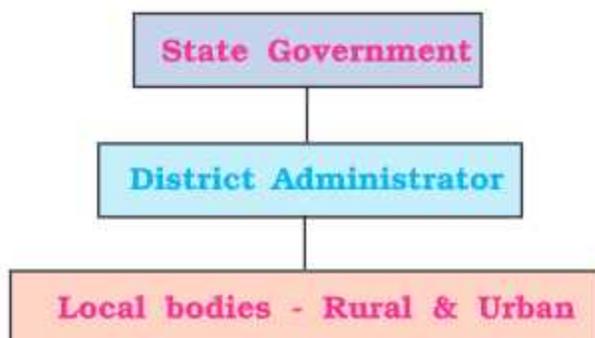
Municipal Corporation is very powerful as compared to Municipal Council, because population and funds in big cities are more. Thus needs and wants of very big cities are more. Municipal Council and corporations are under the control of State Government. There is a minister of local self government in the states. He keeps control on the local bodies in the state. The state government keeps a check on it's funds and get the accounts audited regularly. If the work of the Municipalities and Corporation is found unsatisfactory, the State Government can dissolve it.

Children! Municipal Council or Municipal Corporation of your city does a lot of work to provide healthy environment and in many ways

helps for economic and social development of your city. Thus it is your moral duty to help the local self government of your village or city. For this you should make proper use of electricity and drinking water and don't waste it. Don't spread Rubbish in your city. Only then you can prove yourself to be healthy and useful citizens of your country.

### **District Administration**

Our country is the largest democracy in the world having largest population. You have read in the previous chapter, that we have about six lakh villages and our country area is 33 lakh sq. kilometers. Village is the smallest unit of administration. We have at the National Capital, New Delhi, Central Government headed by Prime Minister. While constitutional Head of India is the President. But being a vast country one government cannot take care of all the aspects all over the country. Therefore, it is divided into 28 states and 9 Union Territories. Every state has its own government headed by Chief Minister functioning from the State Capital. Every State has constitutional Head, which is the Governor. Union Territories come under the central government. Control Even the states are quite large and so they are further divided into Districts for the purpose of administration. The administration at the District level is called District Administration. The officials of district administration are called District administrators. Similarly every village and town has its own form of governance which is called Local Self Government, about which you have already studied.



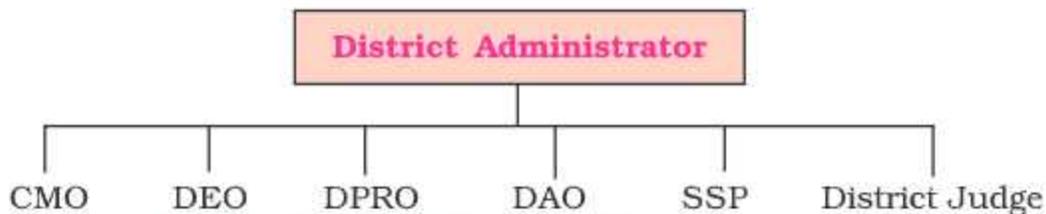
Now a days, our state, Punjab is divided into 23 districts for administrative purposes. It is generally said that progress of a country depends a lot on the good administration at the district level.

Since the lowest government unit of administration is the district. It forms an important part of state government's framework. The district administration functions at following three levels.

- (A) District Level
- (B) Tehsil/Block Level
- (C) City/Town/Village Level.

District level functions are performed through District officers. In different government departments, officials have been appointed at the

district level. The highest official at the District Level is Deputy Commissioner. The officers of various other departments are District Education Officer (D.E.O.), District Transport Officer (D.T.O.), District Public Relations Officer (D.P.R.O.), District Agricultural Officers(D.A.O.), Sr. Superintending of Police (S.P.) and D.S.P. They all work under his supervision and leadership. Thus D.C. looks after all the activities in the district. He has also to keep a watch on the working of the Panchayati Raj Institutions as well as urban local (Deputy Commissioner) government, institutions. He can dissolve the local bodies by sending a report to the State Government if he feel that they are not functioning properly.



### Functions of District Administration:

The first and foremost function of District Administration is maintenance of law and order through SP, DSP and inspectors of Police. The second function of the District Administration is to maintain all the Land records and collect Land Revenue from the farmers. Thirdly, all development works of District i.e. education, Agriculture etc. are carried out under supervision of Deputy Commissioner. Civic amenities like facilities to health, means of transport, education, maintenance of government buildings and roads are all looked after by various officers of the District.

There is separate Judicial administration in every district to administer Justice. There are separate courts dealing with the two kinds of litigations. The civil courts deals with matters relating to property and money. While criminal court deals with cases like theft, murder and criminal assault. The court of district Judge is the highest courts of the district. It supervises the functioning of the civil as well as criminal courts. The highest criminal court in the district is that of the Session

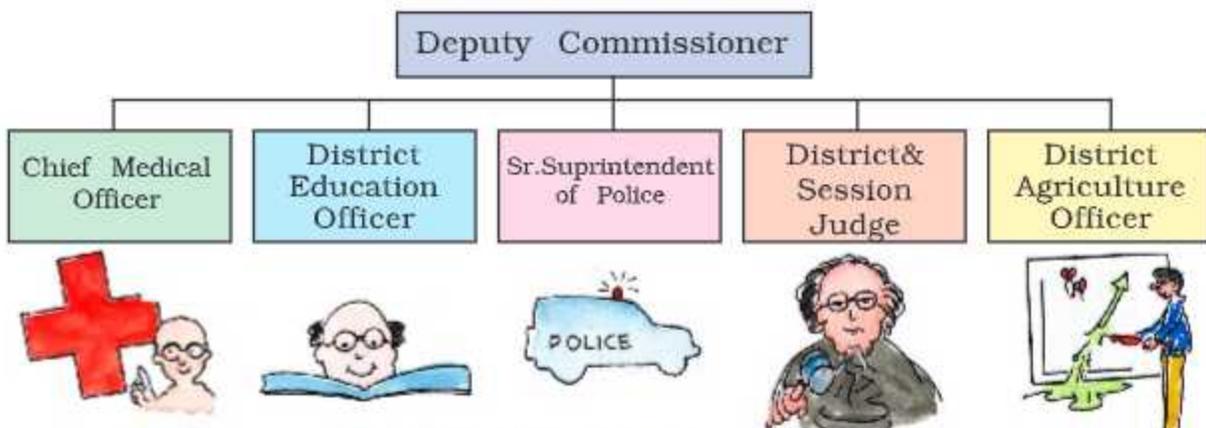


Fig 20.4 District Administration

judge, while dealing with the civil cases. The sessions Judge is known as the District Judge.

Thus local self institutions of villages, cities and official at the district level jointly run the administration of their state efficiently. Thus they reduce the bountry of centre and state government onthe democratic set up. Thus local administration at district level train. Thus they become responsible citizens of the country. The public to be trained leaders of the democratic centre.

### Points to Recall

1. For local administration in cities Nagar Panchayats, municipal councils and municipal corporations have been established.
2. Upto the population of 20,000 Nagar Panchayats have been established.
3. In small cities with over 20,000 population, Muncipal councils have been setup.
4. Muncipal corporations have been setup in big cities.
5. The chief of muncipal corporation is called Mayor.
6. In big cities of Amritsar, Jalandhar, Ludhiana, Pathankot, Phagwara, Patiala, Bhatinda, Moga, Hoshiarpur and Mohali in Punjab, municipal corporations have been setup.
7. The tenure of the Nagar Panchayat, the muncipal council and the municipal corporations is of five years.
8. The central government of the country is at New Delhi, the capital city of India.
- 9 The capital of Punjab is Chandigarh.
10. Deputy Commissioner is the highest official for dealing with the administrative functions of the district.

### EXERCISE

#### A. Answer the following questions:

1. Write short note on urban development after Independence.
2. Name the urban local self Institutions.
3. What age is required for the candidates to be a Councillor?
4. Name four officers of Municipal Corporation.
5. Name any two sources of income of (urban) local self government.
6. Who heads district administration?
7. What are our duties towards city local self government?
8. Give two functions of Municipal council or Corporation.

9. Give two functions of urban local government.
10. Why should one cover head with helmet while cycling on road ?

**B. Fill in the Blanks :**

1. Nagar Panchayat is set in a \_\_\_\_\_ .
2. Urban Local Self Government functions are looked after by \_\_\_\_\_ .
3. To be a councilor, the candidate should be of \_\_\_\_\_ years of age.
4. In each district there are \_\_\_\_\_ types of courts.
5. An area changing from village to town is known as \_\_\_\_\_ .

**C. State whether following statements are Right or Wrong :**

1. A foreigner can cast his vote in the election of Municipal Corporation of your city.
2. There are 9 Municipal Corporations in Punjab.
3. The President of Municipal Corporation is known as Mayor in Punjab.
4. The voter should be of 17 years of age to cast his vote.
5. Deputy Commissioner is the Chief Government Official of the District Administration.
6. There are District level officials of various departments to run the District administration.

**D. MCQs (Multiple Choice Questions) :**

1. Which is the primary unit of local urban self government?
  - a. Nagar Nigam
  - b. Village Panchayat
  - c. Nagar Panchayat
2. Which designation is given to the head of a Municipal Corporation (Nagar Nigam).
  - a. Paradhan
  - b. Mayor
  - c. Sarpanch
3. Who is the executive officer of Municipal Corporation?
  - a. Superintendent
  - b. Deputy Commissioner
  - c. Commissioner
4. Which of the following cities does not have Municipal corporation?
  - a. Amritsar
  - b. Patiala
  - c. Roopnagar
  - d. Ludhiana
  - e. Bathinda
  - f. Jalandhar
5. Which is the highest administrative officer of a district?
  - a. D.E.O.
  - b. S.S.P.
  - c. D.P.R.O.
  - d. Deputy Commissioner

6. In big cities where the road is over crowded, to reduce it's crowd a road is built up over it. Which name is given to this over built up road?
- a. Cycle rickshaw track
  - b. underground sub way
  - c. link road.
  - d. fly over

**Activities :**

1. Visit some slums area in your city and make a list of the problems of people residing there.
2. Visit the office of Municipal Council/Corporation of your city and write in five sentences what you observe.
3. Plant a sapling in your surrounding and look after it till it grows properly.



Lesson  
**21**

## PUBLIC PROPERTY AND ITS PROTECTION

Ours is a democratic country population wise where people elect, their own representatives to make the government. The government has three organs – Legislature, Executive and Judiciary. They make laws, execute laws and keep eye over execution of law respectively. Democratic governments work for the welfare of the entire society.

In such a country citizens are provided with some fundamentals rights for their all round development. While enjoying these rights the citizens have to perform certain duties also. For which they are legally and morally bound.

In a democratic country the government provide certain basic facilities to the public, known as public services. The government provide some Public Utility services like schools, roads, hospitals, trains, post offices and parks etc to facilitate their life. It is our duty to make proper use of these services and take care of these public places. Public funds are being used by the government to provide these Public services.

Inspite of the public utility services every member in a family has some things of his own. For example every child owns personal clothes, school bag, books, uniform, notebooks and pen-pencil etc.

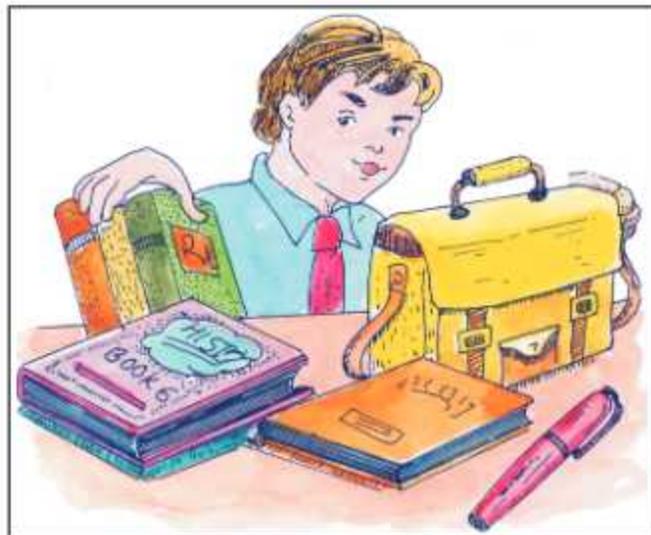
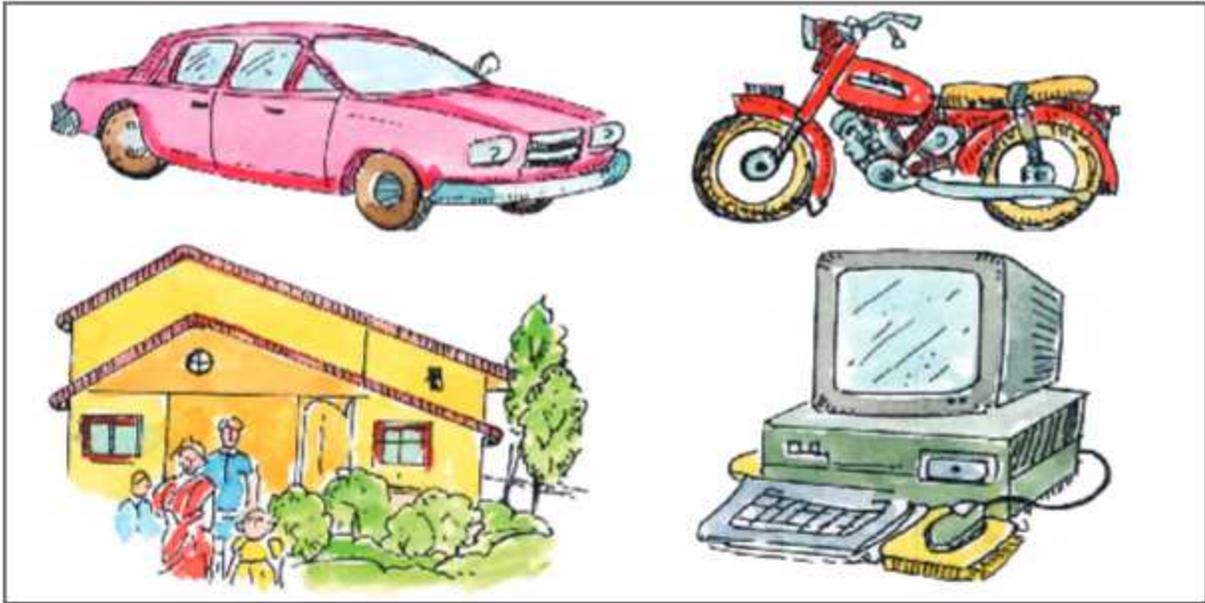


Fig. 21.1 Personal Property

You all take care of these personal things because those are your own. Neither someone can use those things, nor spoil them without your permission as they are your personal belongings. In case they are spoiled or misplaced, it will be a personal loss for you.

Like personal belongings there are certain items or things as house, scooter, car, television and furniture (chairs, tables and almirahs) which belong to the whole family. These things are known



**Fig. 21.2 Family Property**

as family property. All the members of your family take care of these things. If 'something' out of these things is lost, it is loss to the family. Your parents will have to spend more money to buy new things. Taking care of the family property is joint responsibility of all the family members.

Besides the personal and family property, there are some public buildings and institutes which belong to all of us. To make our social environment more comfortable and congenial, it is very important to take care of all these buildings and institutes.

Public property is that property which belongs to all of us and is prepared from the Public funds, for public convenience. It includes schools, buses, hospitals, parks, post offices and trains etc.. All these facilities are used by thousands and lakhs of people. These facilities are provided by the government.

### **Types of Public Property**

Public Property is of two types:

- (1) Public Utility Services
- (2) Historical Buildings / Monuments.

## Care of Public Utility Services

Our daily requirements are electricity, water, roads, hospitals, schools and parks etc. These are the minimum basic needs of modern man which are provided by the government of the country.

As, in case some of your personal thing is lost or spoiled, it will be your personal or family loss. Similarly sometimes, people knowingly or unknowingly harm the Public property or public utility services.

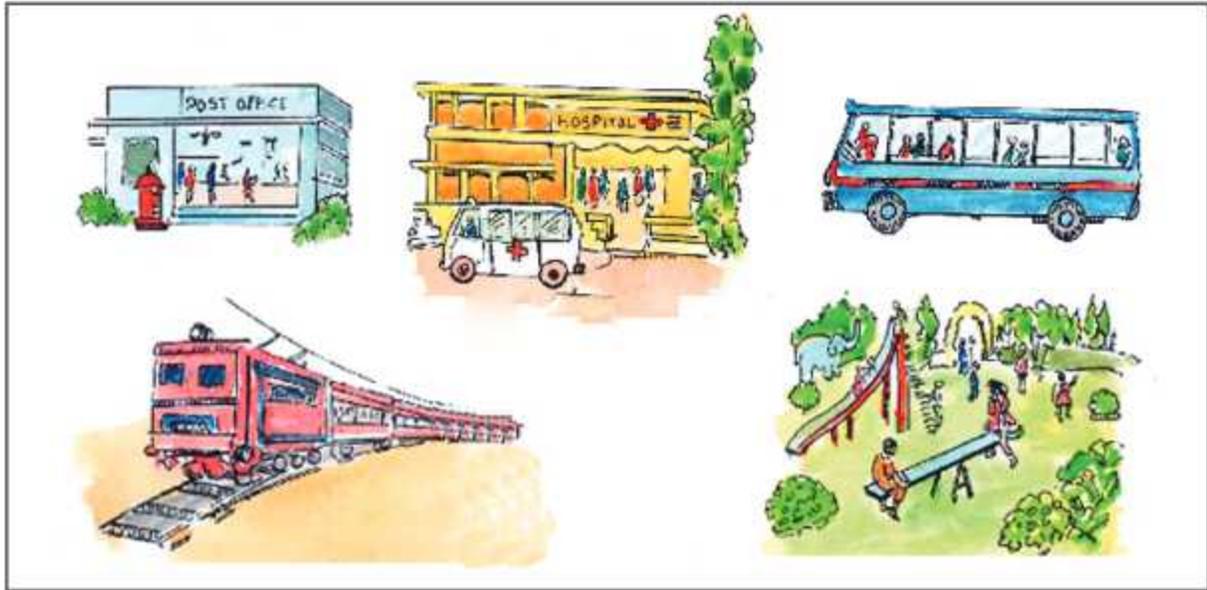


Fig. 21.3 Public Utility Services

This causes economic loss to you, your family, society and the country at large. Thus taking care of public utility services, historical buildings and monument is our prime responsibility.

People don't make proper use of the Public utility services provided by the government. Sometimes they express their resentment against government or try to protest for their demands by damaging and burning the public (property) places, which causes wastage of public money and time. Destruction of Public utility services is a legal crime.

To make proper utilisation of the public places we should keep following points in mind :

1. School where you study and acquire various types of social and moral qualities is an important institution. So you should not spoil your classroom furniture by throwing it hither or thither nor you should scribble on the classroom furniture and walls. Don't pluck flowers from flower beds and pots lying in the school premises. Don't tear off pages from the library books. Put off the water taps after use. You should not spoil the sports goods like hockey football etc. Otherwise, money of will be wasted.

2. Our Government provides us with public means of transport like buses and trains for public convenience. We should not harm these modes of transport, otherwise it will create trouble for the daily commuters to reach their destinations like schools, colleges and offices etc.

**Do you know ?**

Leaving the water taps open after use or leaving the public toilets unflushed after use are the ways of misusing public property.



**Fig. 21.4 Do not waste water**

3. We should also observe that bulbs and tubes of street lights are not damaged by throwing stones. It will cause inconvenience to the public moving on roads at night and number of accidents can also increase.
4. Fourthly, we should not throw garbage and litter the parks.
5. Children should not tease the animals in the zoos as they are our national property.

By preserving the parks, zoos and sanctuaries we can help our community to maintain balance between the natural and man-made environment which is the burning need of time.

**Do you know ?**

By harming the Park's, zoos and santuaries, we spoil the balance between natural and man-made environment

**(B) Preservation of Historical buildings/Monuments**

India is a vast country. Thus, extensive cultural diversity. There are large number of historical buildings and monuments, which reminds us of our found here Cultural Heritage and glorious past.

Some of our ancient historical monuments are Red Fort, Taj Mahal and Ajanta Ellora caves. There are many temples in south and west at Bhubaneshwar, Konark, Khujraho, Indore, Mahablipurama and Madurai. All these historical monuments are very important and represent various Historical events. These Monuments were being built by our great-grand

fathers with great interest and dedication. They all are the symbol of our ancient culture. Some historical monuments are also source of our ancient history. The language used on the historical pillars represents our ancient history and shows the workmanship of great craftsman of the country. Our government spends lots of public money to preserve these historical buildings and monuments.

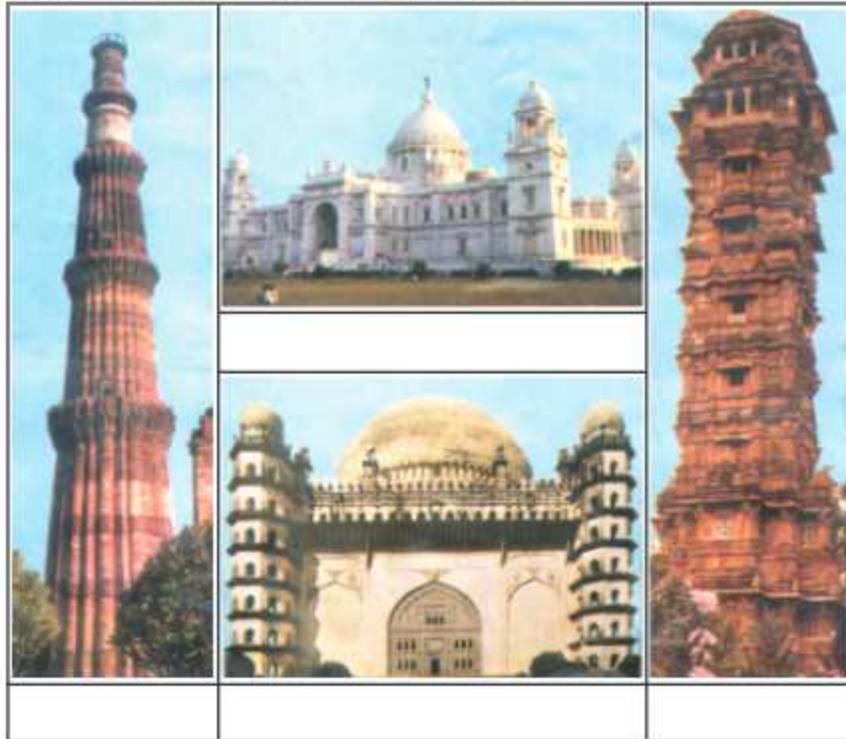


Fig. 21.5 Picture of Historical Buildings

Some people indulge in the misuse, damage or destruction of public property or public utility services. Well the reasons may be many. Frustration within oneself can find an outlet in causing destructions. Some people destroy public property for their selfish motives. People even indulge in acts of violence and destruction for securing acceptance of their demands. Factory workers, office workers and students often organize movements and strikes to press their demands. Sometimes they even indulge in stone throwing, burning of buses, trains and destroying some other type of public property.

Sometimes even political parties also encourage their workers to damage public property for their political gains. But the most vital cause is lack of awareness due to illiteracy and lack of true education. All this is not proper, we must understand that in a democratic country demands can be granted by non-violent methods.

In our country there are many historical buildings, monuments and archives which are hidden and go unnoticed by the public or government. To protect and preserve such monuments, local people of the

area should make their proper contribution. It is the moral duty of the local people to take care of such hidden buildings and monuments. These monuments are the symbol of our ancient architect and are the light houses of social and religious sermons of ancient times.

Historical Monuments are the symbol of our cultural heritage

The Government of India passed the 'Ancient monuments and archaeological sites and Remains Act' in 1958 to punish those who disfigure or damage a historical building. But the government cannot protect all these Monuments until and unless local people own the responsibility to take care of all those monuments. It is our sacred duty to ensure that no harm or damage is done to any of the public property. Only people's cooperation can help to maintain and preserve these monuments for our future generations, so that they may feel proud of their glorious past like us.

Even the students must understand that government can fulfill their genuine demands by non-violent methods. Damage to public property, will be a loss to the whole nation at large. Because the public property does not belong to government but to all of us. Thus we must try to protect and preserve the National Historical Wealth which we have inherited from our elders. We must rather pledge that we shall never damage or destroy public property and co-operate with the government in punishing those who damage it.

### Points to Recall

1. The three organs of governments are the Legislature, the Executive and the Judiciary.
2. The function of the legislature is to enact laws, the functions of executive is to implement the laws and the function of the Judiciary is to defend the laws.
3. Public property means the property belonging to all for example Roads, Hospital, Buses, Railways, Post-offices and Parks.
4. Personal property is possessed by Individual. Nobody can use it without his permission for example - Scooter, Books, Uniform, Copy, Pen, Pencil, House etc.
5. The red Fort, the Qutub Minar, The Taj Mahal, The Vijay Stambh and the Caves of Ajanta and Ellora are old historical buildings.
6. The government of India enacted a law to preserve ancient monuments.
7. The cutting of trees causes imbalance of natural environment.

**EXERCISE****A. Answer these questions :**

1. Why do we love our personal property?
2. Name the three monuments of India ?
3. Give the name of two kinds of public property.
4. What do you mean by public utility services? Give two examples of it.
5. How people misuse the public property?
6. From whose Money the school property is made?
7. Give one basic difference between personal property and public property.
8. What is our responsibility towards school property ?
9. How can you help to preserve the Historical Monuments.

**C. State whether following statements are Right or Wrong :**

1. Parks and Hospitals are our personal property.
2. We should not damage our National Property as it is our own.
3. Historical Monuments are protected by a government law passed in 1958.
4. Public Utility Services are provided by the government for the benefit of people.

**D. Fill in the Blanks :**

1. All objects that we possess as individual make \_\_\_\_\_ property.
2. Old historical building are called \_\_\_\_\_ monuments.
3. We must not \_\_\_\_\_ the public property.
4. Things owned collectively make \_\_\_\_\_ properly.
5. All the things owned by a family are known as \_\_\_\_\_ property.

**E. Make the separate list of private and public property of following given list :**

Book, Post-office, Pen, Railway station, Scooter, Bus stand, Monuments, Almirah, Severage, Car, Roads, Canals, Bag, Bridge, Water-works, School, Kothi, Lakes, Park, Museum, Television.

**Activities :**

1. Collect pictures of four historical Monuments, paste them in the Album and write 4 sentences for each.
2. Make a list of public utility services used by you.
3. The teacher must make 5-6 groups of all the students in the class and identify 5-6 places in the school which need to be cleaned up, repaired or beautified. Students must choose a leader of each group amongst themselves and each group should draw a plan for job enlisted by the teacher to their group in his note book.





